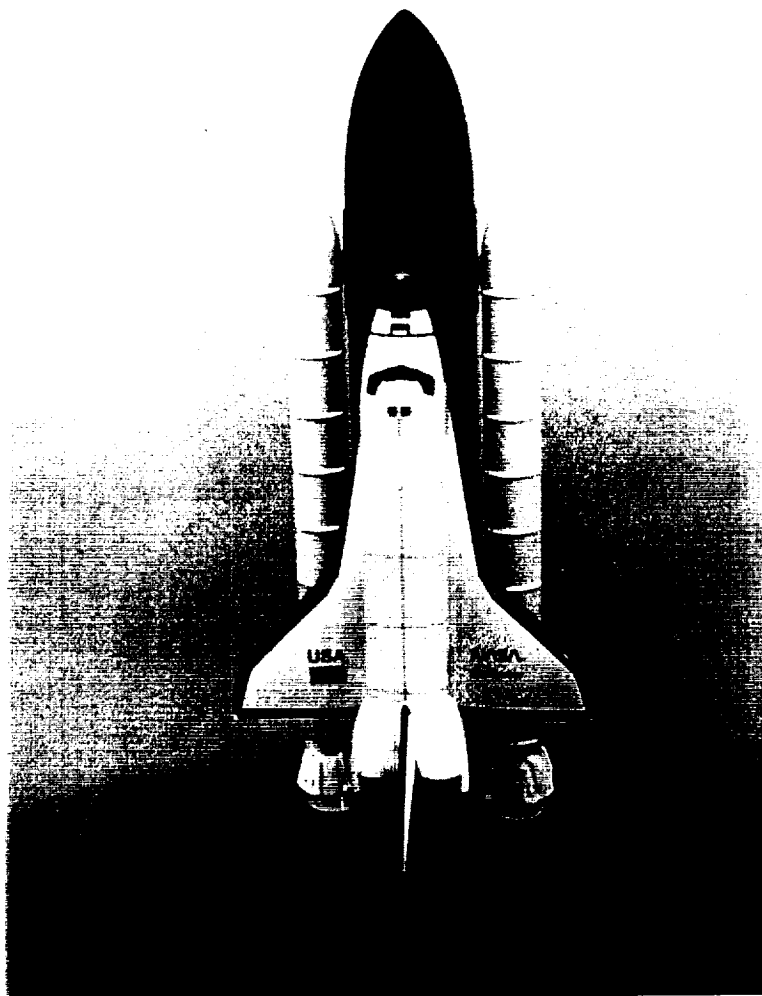


Georgia High School/High Tech Savannah Region



A project of the President's Committee on Employment of People with Disabilities
Administered by the Georgia Committee on Employment of People with Disabilities



*Georgia Committee on Employment of
People with Disabilities*

Lee Miller
Chairperson

PROJECT GEORGIA HIGH SCHOOL/HIGH TECH
**a collaborative effort of Savannah State University, Georgia Committee on Employment of
People with Disabilities and Georgia ARC Network**

**The Georgia Committee on Employment of People with Disabilities
Savannah Area Annual Report
1998-1999 Fiscal Year**

Index

1. Overview
2. Getting Started
3. The Savannah Area Team
 - Students Served
 - Partnerships
4. Activities
6. Outreach
12. High School/High Tech - Who Benefits
 - The Student
13. The Employer
 - The Family
14. The Community
 - Media Coverage
 - Outcomes
15. Summary
18. Appendices
 - I. Site Visits
 - II. Workshops
 - III. Outreach
 - IV. Georgia High School/High Tech Annual Report to the Georgia Division of Rehabilitation Services
 - V. Georgia High School/High Tech Guide
 - VI. Georgia High School/High Tech Video Tape included



Overview

Georgia High School/High Tech is barely two years old, originating with a pilot project in Columbus in 1997. The Georgia Committee on Employment of People with Disabilities administers the program, developing funding sources, promoting recruitment of businesses to the program, offering training, guidance, leadership, program planning, liaison with partners, and general assistance to the rapidly expanding number of programs throughout Georgia.

The "Georgia Model," nationally adopted by the President's Committee on Employment of People with Disabilities, is an interactive community-based partnership of existing resources, including secondary and post-secondary educators and institutions, rehabilitation professionals, business leaders, local, state and national government agencies, and parents, individuals and organizations interested in disability issues. This coalition describes, organizes and provides possible career paths in high tech occupations to promote career education and other enrichment opportunities for students with disabilities enabling them to make appropriate career choices. The program model is flexible so that it can be designed to meet local community needs.

The growth of the program has been phenomenal. Georgia continues to lead the nation in the total number of programs reported to the President's Committee on Employment of People with Disabilities. At the end of the 1997-1998 fiscal year, there were nine High School/High Tech programs throughout the state. During this past year, over 20 new programs were initiated in Georgia, including **eight new counties in the Savannah Area**. Many of these are in rural areas and provide an otherwise unrealized opportunity for students to progress into high tech education and employment opportunities.

The framework established in 1997 remains in existence, emphasizing community ownership, partnership and collaborative support at the local, state and national level. Regional Initiatives Coordinators appointed by the Georgia Division of Rehabilitation Services have been instrumental in the exceptional growth of the program.

Getting Started

Utilizing Division of Rehabilitation Services (DRS) Regional Initiatives Coordinators, High School/High Tech got off to a fast start. In October, the Savannah region hosted a meeting at their Savannah offices to introduce High School/High Tech. DRS Account Representatives from the ten counties in the region were joined by educators, and representatives of Goodwill, the business community and the Coastal Center for Developmental Services. Training was provided by Lee Miller, Georgia Committee Chair. The program also featured a High School/High Tech video commissioned by the Georgia Committee and funded by the Georgia Department of Human Resources.

Dr. Kenneth Sajwan, Project Director for the Savannah State University NASA grant, joined the group to discuss implementation of programs in the region. Plans were made for a follow-up meeting in November and for expansion of the program into the Augusta area.

In November, the Augusta Mayor's Committee hosted a meeting at Augusta Technical Institute for the Central Savannah River Area (CSRA). Representatives of DRS, School Systems, Chamber of Commerce, Augusta Tech, and others were in attendance. Regional Initiatives Coordinator Joyce Hardy-Jones participated. Dr. Kenneth Sajwan, Program Director, Savannah State University NASA Grant addressed the group.

Seven CSRA counties were in attendance: Richmond, Columbia, Lincoln, Jefferson, Burke, Emanuel and Wayne. Training was provided by Georgia Committee Chair Lee Miller.

As a result of this meeting, three new High School/High Tech Projects are now operating in Richmond, Columbia and Emanuel counties. The other counties were favorable to forming new projects, but did not have the proper representation to form the required teams and identify students to be served. It is anticipated that there will be additional programs formed from this nucleus.

Augusta Mayor's Committee Chair Marlin Millender introduced a CSRA High School/High Tech web site. The Mayor's Committee agreed to administer the regional program in collaboration with school systems and DRS Initiatives Coordinator Jones.

Later that month, a meeting was held at Savannah State University, attended by DRS Account Representatives from nine counties. Attending were school superintendents, educators, businesses, Goodwill and others interested in forming High School/High Tech programs in the region. Dr. Sajwan and Dr. Joseph Silver, Vice President, Academic Affairs, SSU, addressed the group. Georgia Committee Chair Miller presented training materials. At the subsequent breakout sessions, High School/High Tech projects were initiated in four "hubs" - Glynn, Camden, Bulloch and Chatham. Each "hub coordinator" introduced the program to their local areas and proceeded with meetings with local educators/teachers, business, etc.

In December, Georgia Committee Chair Miller participated with Vice-President Al Gore on a panel of the Presidential Task Force on Employment of Adults with Disabilities. Ms. Miller reported on the Georgia Project.

In March of 1999, Bibb County High School/High Tech was initiated at a meeting addressed by the Mayor of Macon, Lee Miller, and officials from Mercer University, Mayor's Commission on Disability Issues and DRS. The event, held at the Georgia Music Hall of Fame, was attended by approximately 75 representatives from local schools, agencies, DRS, students and parents. Macon Technical Institute participated and had a display set up for the students.

The Savannah Area Team

Students Served

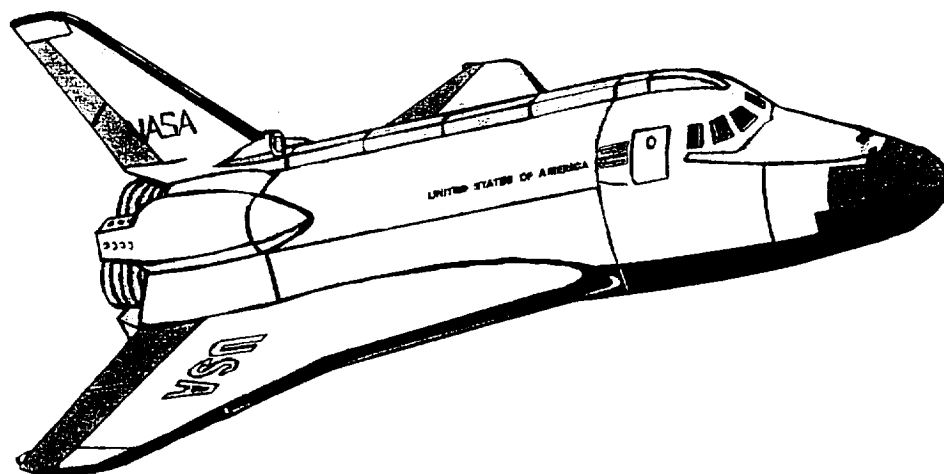
The Savannah Area (which encompasses geographic areas adjacent to Augusta, Savannah and Macon) now serves over 64 junior and senior high school students with disabilities from sixteen high schools (Southwest, Groves, Westside, Southeast, Northeast, Christian Liberty Satellite School, Central, Statesboro, Johnson, Windsor Forest, Jenkins, Savannah, Evans, Swainsboro, Georgia Academy for the Blind and T. W. Josey) in eight counties (Richmond, Glynn, Columbia, Chatham, Emanuel, Bulloch, Bibb, and Camden).

Partnerships

In addition to NASA funding and support, Georgia High School/High Tech has benefited from the partnership and collaborative resources of the Division of Rehabilitation Services, Governor's Council on Developmental Disabilities and the President's Committee on Employment of People with Disabilities. The major support for the program, however, emanates primarily from members of each of the communities served. These include such entities as County School Districts, Georgia Department of Labor, City Governments, Mayor's Commission on Disability Issues, Disability Connections, Statewide Independent Living Council, Mercer University, Coliseum Medical Center, Georgia Music Hall of Fame, Middle Georgia Consortium, Savannah State University, Macon Technical Institute, Augusta Technical Institute, the Boeing Company, SCANA Energy, Goodwill Industries, K&Q Services, Knology and other corporations.

The Georgia Business Leadership Network, an initiative of the President's Committee administered by the Georgia Committee, has been instrumental in encouraging businesses to act as peers in creating awareness of successful employability of people with disabilities. The Georgia Business Leadership Network (chaired by IBM) has about 100 members statewide, representing such corporate entities as Delta, AFLAC, ATT, Westinghouse, Marriott, Hyatt, UPS, Synovus, Cello-Foil, Cessna, Pratt & Whitney, and many others.

Employers provide technical assistance, expert advice and general know-how to High School/High Tech students. Without the program, it would probably take the students years - if ever - to have the benefit of such "hands-on" training.



Activities

Georgia High School/High Tech has empowered students to explore post-secondary education to be eligible for meaningful employment in the high tech workplace of the future. Students were offered a variety of experiences to encourage their continued education in the fields of mathematics, science, engineering and other high technology areas. The program included placement in paid summer internships, workshops and job-readiness training seminars, corporate and post-secondary institution site visits, mentoring, job shadowing, field trips to NASA for launches and other activities.

Each Georgia High School/High Tech site is unique. The Georgia Model encourages students and team members to develop local programs of interest to them, as long as they meet the guidelines of the state program.

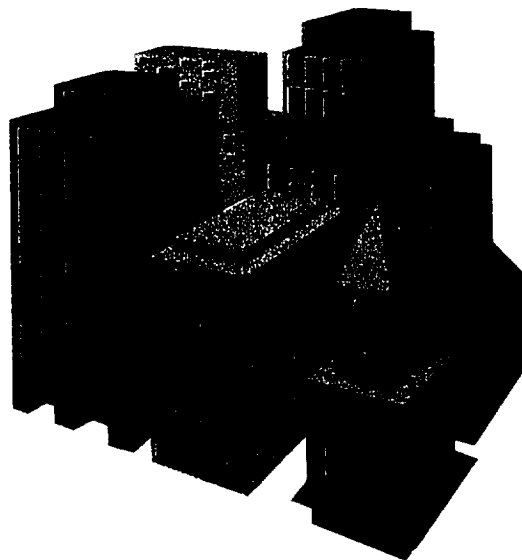
The Savannah Area programs emphasize computer know-how, web site implementation, information technology skills, career development, job readiness training and hands-on experience in high tech summer internships with local corporations. Meetings with the Savannah State project director and staff, as well as with administrators (including the Vice President of Academic Affairs,) have engendered an array of technological learning opportunities for High School/High Tech students. Seminars and workshops have been developed, offering not only computer training at the newly installed computer lab made possible by the NASA grant, but also an introduction to Marine Biology, BioTechnology and Environmental Studies.

During the 1998-1999 fiscal year, Savannah Area High School/High Tech offered students a variety of challenging and motivational experiences. Highlights included:

- Visit to NASA Kennedy Space Center for the John Glenn launch.
- Participation in NASA's Kennedy Space Congress, where students viewed computer graphics demonstrations and displays of the space shuttle, shuttle payloads, international space station, expandable launch vehicles and other space-related activities. Students participated in seminars on Global Personal Communications, Unity for Peace, Space Access in a Global Market, Beyond 2000, Beyond Shuttle, and Continued Human Access to Space. The students also had the opportunity to "Meet the Astronauts," engage in a question and answer period, and obtain the astronauts' autographs.
- Summer internships, mentoring and job shadowing at various corporations and government agencies. Corporate employers paid for their interns out of corporate funds. Students interning at government facilities were paid through the JTPA program.
- Permanent placement of several students resulted from their summer internships.
- Visits to high tech sites, including the Boeing Company, where students learned first-hand how a C17 is manufactured as well as what employment opportunities are available at Boeing; Coliseum Medical Center, touring occupational Therapy Department, patient wings and the Lab.
- Participation in "Some Assembly Required," a national NASA teleconference providing interactive dialogue with astronauts, engineers and scientists involved in the International Space Station.
- Students are being evaluated for level of computer skills, followed by appropriate computer and web site training at Savannah State University and Macon Institute of Technology.
- Participation in the First Annual Georgia High School/High Tech Conference held at Georgia Institute of Technology. Students from throughout the state had an opportunity to share information about their local projects and summer internships. Georgia Tech personnel introduced students to career development opportunities at the Institute and to the GLOBE environmental study program. Students were addressed by the Assistant Dean of Students, Senior Research Associate and Senior Research Engineer of the Georgia Technical Research Institute, and a career development officer. Also on the program were the High School/High Tech, Work Force Recruitment and Youth Leadership Directors of the President's Committee on Employment of People with Disabilities, and representatives of the Georgia Department of Labor, U.S. Department of Defense and others.
- Visit to the Fernbank Science Center and Planetarium, including presentation, "Return to the Moon."

- Enrollment in a web page development class, teaching students computer programming using html codes. Students received a manual for future reference and were taught skills necessary to design their own web page. The course enables students to design and continually update a web site for High School/High Tech, allowing them to share programs and activities with others via the internet. The course also gave students the knowledge to design and maintain web pages for employment, thus providing a skill that may assist them in finding employment. The program is ongoing.
- Attendance at Employment Readiness Seminars to discuss what employers look for, appropriate dress, interviewing skills and resume writing.
- Participation in seminars at Augusta Technical Institute featuring a noted local guest speaker with disabilities, discussing turning disabilities into abilities. Students also received information about transitioning to post-secondary schools.

Plans are already in progress for the coming fiscal year. Newly formed projects in the region will have the benefit of seed money from the President's Committee on Employment of People with Disabilities to pursue their specific interests. The projects are limited only by the imagination of the local High School/High Tech teams.



Outreach

Many activities ancillary to Project Georgia High School/High Tech included active outreach to partners and potential collaboratives. And, since we are still a relatively new project, our team took advantage of opportunities to learn from established programs. Selected highlights of the Georgia Committee's and Savannah Area students' activities during the 1998-1999 fiscal year follow:

1998

October

- Planning workshop for students' trip to KSC for John Glenn Launch
- Nominations and selection of High School/High Tech students for 1998-1999 fiscal year
- NDEAM presentation to U.S. Department of Labor, highlighting activities of Georgia Committee
- Professional videographer produced Georgia High School/High Tech video for distribution to state projects
- Presented Georgia High School/High Tech program, video, at joint United States/European Union Conference

November

- Georgia High School/High Tech students and team to KSC for John Glenn launch, educational instruction, social activities with Space Coast Center High School/High Tech group.
- National Association of Governor's Councils Southern Regional meeting; Georgia High School/High Tech report; discussed partnerships with adjoining states
- Meeting with foundation to develop funding for programs
- Executive Board meeting, President's Committee; presented Georgia High School/High Tech program and video to Board

December

- Chair presented Georgia High School/High Tech program on panel with Vice President Gore at meeting of the Presidential Task Force on Employment of Adults with Disabilities
- Presented Georgia High School/High Tech to Georgia Rehabilitation Association Board

1999

January

- Development, writing, printing, assembly of High School/High Tech Guide for Regional Initiatives Coordinators, High School/High Tech Project Directors
- Statewide meeting with Regional Initiatives Coordinators; distribution of Georgia High School/High Tech Guides and video; preliminary plans for new projects developed
- Georgia State Rehabilitation Council meeting; presentation of High School/High Tech video to Council, SILC; BLN and YLF briefings

- Meeting with U.S. Department of Labor, OFCCP; Georgia High School/High Tech nominated for USDOL Award by region leadership
- Partnership with Marriott Foundation "Bridges" Program explored
- Georgia Committee advised they will receive \$40,000 from President's Committee as seed money for new projects
- Meeting with Vice President Gore's Disability Counsel and Senior Domestic Policy Advisor to present Georgia High School/High Tech for Vice President's national agenda

February

- NASA Educator's Conference, Johnson Space Center, Houston, TX; chair and team members participated in workshops to enhance Georgia High School/High Tech programs; meeting with Space Hab Representative to explore experimental space project for 2000
- International Space Station Teleconference, "Some Assembly Required." High School/High Tech students participated in national teleconference; opportunity for students to understand ISS and to ask questions of astronauts, scientists and engineers involved in ISS
- National Association of Governor's Councils meeting at office of President's Committee on Employment of People with Disabilities, Washington, DC. Identified and established contact with resources for GCEPD.
- **Macon/Bibb County High School/High Tech kick-off**, Georgia Music Hall of Fame. Attended by students, parents, post-secondary institution representatives, teachers, business leaders, mayor, DRS, others.

March

- Georgia ADA Exchange Conference; developed business and government contacts
- Chair attended Georgia Council on Developmental Disabilities Legislative Day, State Capitol; update on legislative matters relating to disabilities; meeting with disabilities advocates; discussed grant application for High School/High Tech from DD Council
- Chair met with Georgia Health Policy Center to discuss potential funding for Youth Leadership 2000, an extension of High School/High Tech
- Meeting with Atlanta Industry Liaison Group, Atlanta; developed contacts with representatives of IBM, Motorola, UPS, US Department of Labor, others, for High School/High Tech internships and BLN activities. Joined with US Department of Labor, OFCCP, DRS, Industry Liaison Group as co-sponsor of Disability Linkage Conference in Atlanta, July 13
- National Business and Disability Council Conference, Microsoft, Atlanta; opportunity to network with business representatives to further High School/High Tech and BLN
- Obtained \$40,000 PCEPD grant for seed money for new Georgia High School/High Tech programs

- Governmental Affairs Conference, US ARC, Washington; update on programs for persons with disabilities; contacts with advocates, congressional liaison
- Governmental Affairs Conference, National Rehabilitation Association, Washington; update on congressional situation re disabilities; congressional liaison; meetings with Georgia reps on High School/High Tech
- Meeting at White House with Disabilities' Counsel; discussed GCEPD programs; developed potential opportunity for High School/High Tech students to visit White House and present High School/High Tech activities
- Meeting with Executive Director, Presidential Task Force on Employment of Adults with Disabilities, US Department of Labor, Washington; presented GCEPD programs; developed collaborative
- Attended PCEPD national kick-off of program for White Collar Employment for People with Disabilities, US Capitol, Washington; interacted with business and government reps re GCEPD programs
- Georgia Department of Labor Conference, Augusta; Keynote speaker on GCEPD and programs; opportunity to discuss projects with Commissioner Michael Thurmond and other key DOL personnel
- Discussion with Chair, Augusta Mayor's Committee, re direction and activities of Committee, High School/High Tech and BLN programs
- Reported to GSRC meeting on High School/High Tech programs, Augusta
- Meeting with Mayor Bob Young, Executive Assistant Mark Gibbons, Augusta; received support for programs of Mayor's Committee and GCEPD

April

- Prepare and forward GCEPD report to Presidential Task Force on Employment of Adults with Disabilities.
- Teleconference with DRS re GCEPD budget. GCEPD programs included in Georgia State Rehabilitation Council budget.
- Arc of the U.S. Board Meeting, Arlington, TX. Networking; discuss implementation of Georgia Project Employ, a project of the President's Committee on Employment of People with Disabilities to encourage White Collar Employment for People with Cognitive Disabilities.
- PCEPD Youth Leadership Teleconference; information gathering, networking with existing programs, assistance in obtaining grant for Georgia Youth Leadership 2000.
- PCEPD/National Association of Governors' Councils, Anchorage, AK. Report on GCEPD programs, networking. Meetings with representatives of Governor's Councils, President's Committee and Presidential Task Force staff.

May

- Planning Committee Meeting for Disability Linkage Conference, Atlanta. GCEPD is co-chairing conference with US Department of Labor, OFCCP, DRS, Atlanta Industry Liaison Group. Opportunity to present HSHT program to several hundred business leaders.
- Marriott Bridges Foundation Business Advisory Council Meeting, Atlanta Meeting with Georgia Tech Research Institute, Atlanta, re GLOBE program. Established collaborative with Georgia Tech for GLOBE opportunities for HS/HT projects. Possible collaborative with Fernbank Science Center. Set up statewide Georgia Tech/Fernbank visit for HS/HT in July.
- PCEPD Executive Board Meeting, Washington, DC. Represented GCEPD. Meetings with Paul Hippolitus, Nellie Wild, Program Director, HS/HT; Deputy Council for Disabilities, Office of the Vice President. Possible Georgia visit of Vice President to meet with Georgia HS/HT students, adopt HS/HT as a White House initiative; national HS/HT training conference scheduled for DC, October.
- Planning meeting, Disability Linkage Conference, Atlanta. Developed program, invitation lists, etc.

June

- Reception with Senate Disability Conference, Mini Loans for Assistive Technology, Senate Caucus Room, DC. Networking opportunities, obtained names in Georgia for contacts for GCEPD, information on assistive technology available.
- Marriott Bridges Foundation Dinner honoring companies participating in program. Networking, meeting set with National Director, Georgia Executive Director in Atlanta for GA HS/HT collaborative
- White House Reception for PCEPD Executive Board. Presentation of Awards by President Clinton to 1999 Presidential Awards Recipients. Discussed Georgia High School/High Tech with President; PCEPD Chair; PCEPD National Director High School/High Tech; Social Security Administration Reps; Executive Director, Presidential Task Force on Employment of Adults with Disabilities; Disability Council Liaison to President; others.
- Meeting with grant writer to identify potential grantors; begin preparation of grants.
- Meeting with Marriott Bridges Foundation National and Georgia Directors to explore support for statewide programs.

July

- Summer internships ongoing - mentoring, shadowing, training.
- Disability Linkage Conference, "Putting Abilities to Work;" major business corporations represented; Georgia Committee co-sponsor with DRS, U.S. Department of Labor, OFCCP, Atlanta Industry Liaison Group; attended by Governor Roy Barnes, President's Committee Vice Chair Ron Drach; Chair presented High School/High Tech program

- First Annual Summer Conference, Georgia High School/High Tech, held at Georgia Institute of Technology; presentations by Georgia Tech Dean of Students, Georgia Technical Research Institute, U.S. Department of Defense, President's Committee, Department of Labor, DRS, High School/High Tech students, others
- Students' visit to Fernbank Science Center and Planetarium; planetarium program "Return to the Moon"
- Work begun on creating High School/High Tech web site.

August

- Georgia State Rehabilitation Council meeting; report to Council and DRS on High School/High Tech
- Georgia Rehabilitation Association Conference
- Georgia Business Leadership Network planning committee meeting; High School/High Tech one of projects of GBLN; attended by representatives of IBM, Marriott Foundation, Columbus State University, Georgia Department of Labor, U.S. Department of Labor, OFCCP
- Youth Leadership 2000 planning meeting; project coordinator assigned; time line, action plan developed
- Meeting with Dr. Joseph Silver, Vice-President, Academic Affairs, Savannah State University, and other administrators to establish programs for new fiscal year
- Meetings at Savannah State with Dr. Kenneth Sajwan, Project Director, and Majeda Nabhan, Assistant Director of Research, to evaluate past year and plan for new programs

September

Computer and web site training for Savannah area students

Nomination of students for 1999-2000 High School/High Tech

Development of web site

Announcement of Youth Leadership 2000

Georgia High School/High Tech Report to Department of Human Resources Board of Directors

Arrangement for workshops at Savannah State University for Environmental - Bio Tech - Marine Biology

Data base established at Savannah State University for tracking, monitoring, surveying Georgia High School/High Tech students

High School/High Tech - Who Benefits

Rarely do we find such a "win-win" situation with so many beneficiaries - the student with a disability, the employer, the family, Albany State University and the community in general.



The Student

Many students' futures are not clearly defined when they enter the High School/High Tech program. Generally, they have no high tech workplace experience. Work preparation training and internships provide them with this experience, and for many, with the first job they ever held. Without High School/High Tech, their chances of being placed in a high tech position are minimal.

Upon nomination by the school district to the program, students receive evaluation and assessment to determine skills and interests. Additionally, acceptance in the High School/High Tech Program usually results in the student's referral to the Division of Rehabilitation Services, a member of the community-based High School/High Tech collaborative existing throughout the State. The goal of DRS is to provide their clients with proper training and services to enable them to enter the workforce. The DRS's "work prep" program helps finance internships and assists in any additional job preparation required.

Another benefit of participation in High School/High Tech is the partnership with NASA, which allows students to view a shuttle launch - this year to see John Glenn's historic launch. Students also attend the NASA Kennedy Space Center Space Congress, where they tour the facility, participate in educational seminars and workshops, and have the opportunity to meet with astronauts.

Students receive more than mentoring and training. They receive opportunities to explore options for their future - enabling them to consider changing education and employment goals. Interaction with other students, not only from Georgia but other states as well, enhances the development of social skills, self-confidence and self-esteem. Students with disabilities discover - perhaps for the first time - that they are "more the same than different" from other students.

A High School/High Tech enrollee expressed his enthusiasm for the program, saying:

"I am very proud to have been chosen for the High School/High Tech program. School has helped me to apply my knowledge in the classroom. The High School/High Tech program is giving me the chance to put my knowledge to use in the workplace, and to travel to new places such as the NASA Space Center. The most important tool for success is the belief that I can succeed and this program will be a stepping stone to my future."

This student has now graduated and is employed in a high tech position at a television station. He serves as a mentor to other students in the program.

The Employer

The introduction of capable students to Georgia businesses has opened new avenues for inclusion of persons with disabilities in the marketplace. The next millennium will require computer and other high tech skills to meet the needs of the job market. High School/High Tech not only helps these young people attain meaningful employment, it also provides excellent employees for the corporate world, focusing on inclusion in the labor market of all capable workers, and creating independence in this population.

Employers applaud the program, offering the following comments:

“AFLAC welcomes the opportunity to participate in the High School/High Tech program. We recognize the possibilities. . .and the valuable service it provides to the. . . community. Productive work is an essential part of having positive self esteem and promotes independence in young adults. We consider this an investment in the community and in our youth. We do not want to miss this unique opportunity to. . .help a young adult explore their professional options and encourage them to aspire to achieve more than they might otherwise have dared to dream. . . . They come in just as any other employee. . .and do a class act job.” *Sharon Douglas, Second Vice President, Human Resources, AFLAC*

“ . . .(W)hat you saw in him is a growth from being told what to do at the outset to someone who was responsible and able to carry out his duties with little supervision.” *Michael Dunbar, Vice President, Public Relations, Greater Columbus Chamber of Commerce, discussing his High School/High Tech intern*



The Family

The benefits of High School/High Tech inures also to the families of our students. Parents have commented upon the independence, enhanced self-confidence and self-esteem resulting from enrollment in the program. As one parent stated, “(My daughter) has reached a different level of maturity. . . . It was a very positive experience.”



The Community

The community will benefit from High School/High Tech students' future contributions. A leadership program is planned for the next fiscal year which will tap outstanding High School/High Tech students for a four-day retreat offering intensive leadership training. Students will be asked to share what they have learned with other students with disabilities and with their communities.

The concepts of High School/High Tech help to strengthen both private sector and public sector economies. With skills and technology, people with disabilities can reach independence. Enabling students with disabilities to continue their education, pursue realistic career goals and enter the job market changes their status from tax consumers to contributing tax payers. Not only will they pay income taxes, but they will have more money to spend, yielding a better quality of life for the consumers, as well as tax dollars and revenue for businesses in the community.



Media Coverage

Georgia High School/High Tech and its students were featured in numerous newspaper articles and television programs. (For example, students shared their experience of viewing the John Glenn Launch on NBC's "Coffee Break.") The reception of the High School/High Tech program by the media was gratifying.

Outcomes

Eight High School/High Tech programs were implemented in the Savannah State University region, which (when added to a new program in northeast Georgia) brings the Georgia total to over 30 projects.

The successful "matching" of our students with employers forwarded the goals of High School/High Tech by proving that identification and placement of candidates with appropriate skills - mentored in a high tech environment - works.

The personal/social growth and skills development of High School/High Tech students is readily apparent to all who know them. The change in newly enrolled High School/High Tech students after they have been in the program for a while is dramatic. Students who enter the program shyly are now outgoing mentors and the best public relations champions for High School/High Tech.

The most visible results of the High School/High Tech program come from the students themselves.

- They have been exposed to information about employment opportunities (and how to successfully achieve them) in the fields of science, engineering, mathematics and other technological areas.
- They have been evaluated for strengths and weakness related to high tech and post-secondary advancement.
- They are actively developing skills required for success in high tech fields.
- They have increased their self-esteem and self-worth.
- They have become "students with abilities," possessing a new and positive image of themselves.
- They have reevaluated and identified their reachable future goals.
- They enjoy enhanced social skills.
- They have presented programs to the media and other groups with poise and confidence which they did not have when they entered the program.
- They are aware of, and take advantage of, post-secondary education choices.

High School/High Tech "graduates" serve as mentors to newly enrolled students. Graduates are attending post-secondary education at colleges or technical schools, many continuing with part-time work at companies where they served their summer internships.

Summary

The High School/High Tech initiative of the President's Committee on Employment of Disabilities, Georgia's application of the collaborative "Georgia Model" and NASA's commitment of funding have shown that opportunities for High School/High Tech students are unlimited. In Georgia, the partnership approach to meeting the needs of this program has opened doors previously closed. As the program grows and develops, reflecting the needs of our students and the marketplace, more opportunities will be available. Our collaboratives are there to provide these opportunities and meet the challenge of matching our students with appropriate education and career goals.

Summing up the activities and outcomes of Project Georgia High School/High Tech is not difficult. Significant outcomes have already occurred in the Savannah area as a result of NASA's grant.

The support of NASA has enabled Georgia Committee to "grow" High School/High Tech throughout the region--and, by example, the state. The success of the Columbus pilot project has fostered the proliferation of projects, resulting in more than 30 Georgia High School/High Tech programs--with **eight** in the Savannah area.

High School/High Tech students have been exposed to a mix of learning experiences to broaden their educational horizons. They have benefited from the International Space Station teleconference; summer internships; local, state and national guest speakers; workshops at NASA, Georgia Institute of Technology, Georgia Technical Research Institute and Columbus State University; attending the John Glenn launch; participating in the NASA Kennedy Space Center Space Congress; career developmental programs; and other activities designed to enrich their lives and encourage pursuit of high tech education and employment opportunities.

High School/High Tech programs succeeded in:

- Motivating students to explore their own interests and potential in science and technology

- Encouraging those interested in science, engineering, and technology-related careers to aim for college and a degree in their chosen field

- Providing students with appropriate career planning, including counseling on colleges and degrees in their chosen fields

- Assisting students with disabilities to become independent, productive members of the technology driven work force of the 1990s

- Helping professionals in science, engineering and technology-related fields to better understand uses of assistive technology and the accommodation and facility-access needs of persons with disabilities

- Providing employers in the science and technology fields with a new resource for qualified workers.

What overall measurement of success can we apply? Primarily, the goals of the Americans with Disabilities Act were met. Equally important is that our program has addressed the needs of the unserved and underserved population.

We have built constructive partnerships, utilizing the existing resources available to organize and interest the region's employers of persons with high tech skills to provide jobs for qualified people with disabilities.

Prior to enrollment in High School/High Tech, most students had no specific plans for high tech employment. By providing internships for High School/High Tech students, employers have invested time and training to develop latent talents and skills. With the introduction to - and the development of - the high tech skills which with which our students become adept, they can look forward to pursuing post-secondary study enabling them to enter high tech fields.

The high-yield activities of High School/High Tech have helped students determine their interest in, and aptitude for, a variety of careers. The results are threefold:

Students have opportunities to investigate employment avenues that might not otherwise be available to them.

Participating companies can cultivate potential employees.

The community sees increased employment opportunities for people with disabilities.

Thus, one of the accompanying goals/benefits of High School/High Tech is to bring about change:

Change for our students: a redirection of education and employment goals

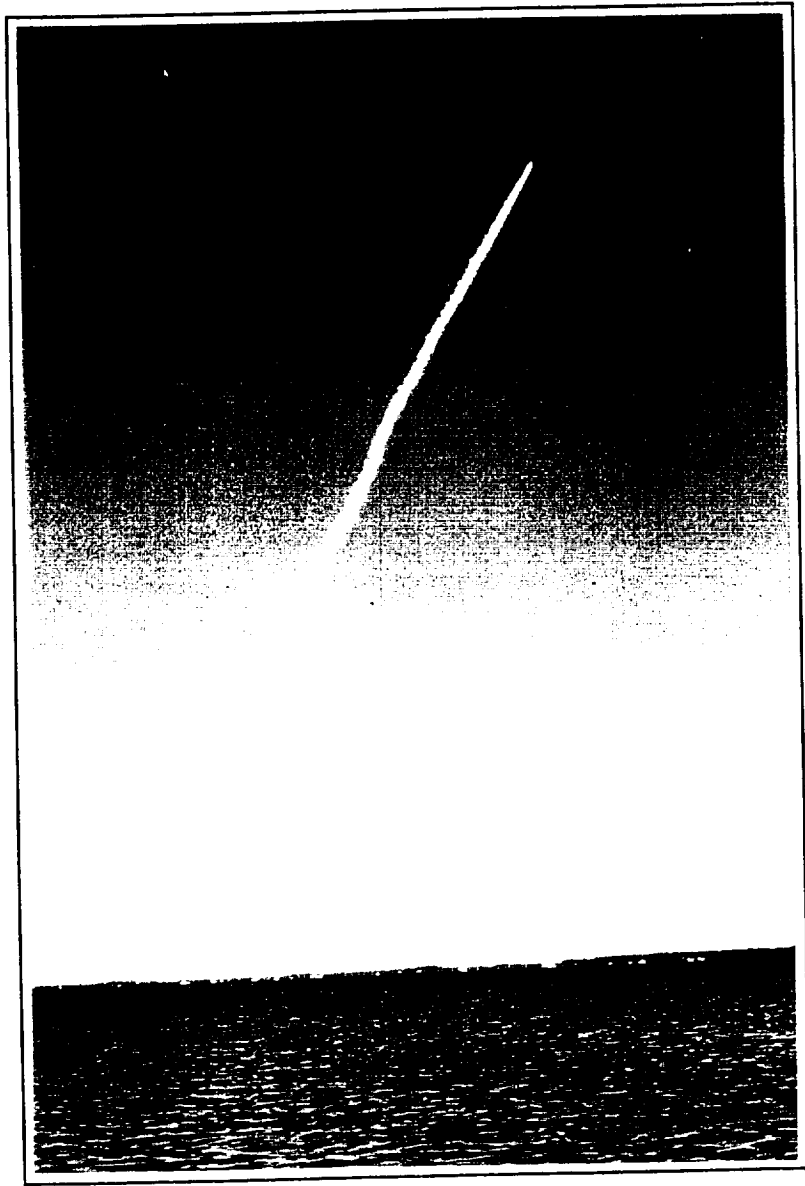
Change for employers: realization or reinforcement of existing awareness that people with disabilities make good employees.

Change for the community: creating an emphasis on thinking of our students in terms of abilities - not disabilities.

Change occurs most assuredly through success derived from education and awareness, dedicated people, identifiable goals, and implementation of a program to achieve these goals. Through High School/High Tech, the stage is set for employability and change - change of attitudes, change of perception, change of opportunities, change of future expectations.

The High School/High Tech program works its magic in every day ways, providing our young people with the skills and foundation to achieve their dreams. High School/High Tech gives our students a vision and a hope for the future - a future in which they can be a contributor - a tax payer rather than a tax consumer - a participant rather than an onlooker.

The Georgia Committee on Employment of People with Disabilities extends its profound thanks to NASA for funding the opportunity to make a positive difference in the lives of our students.

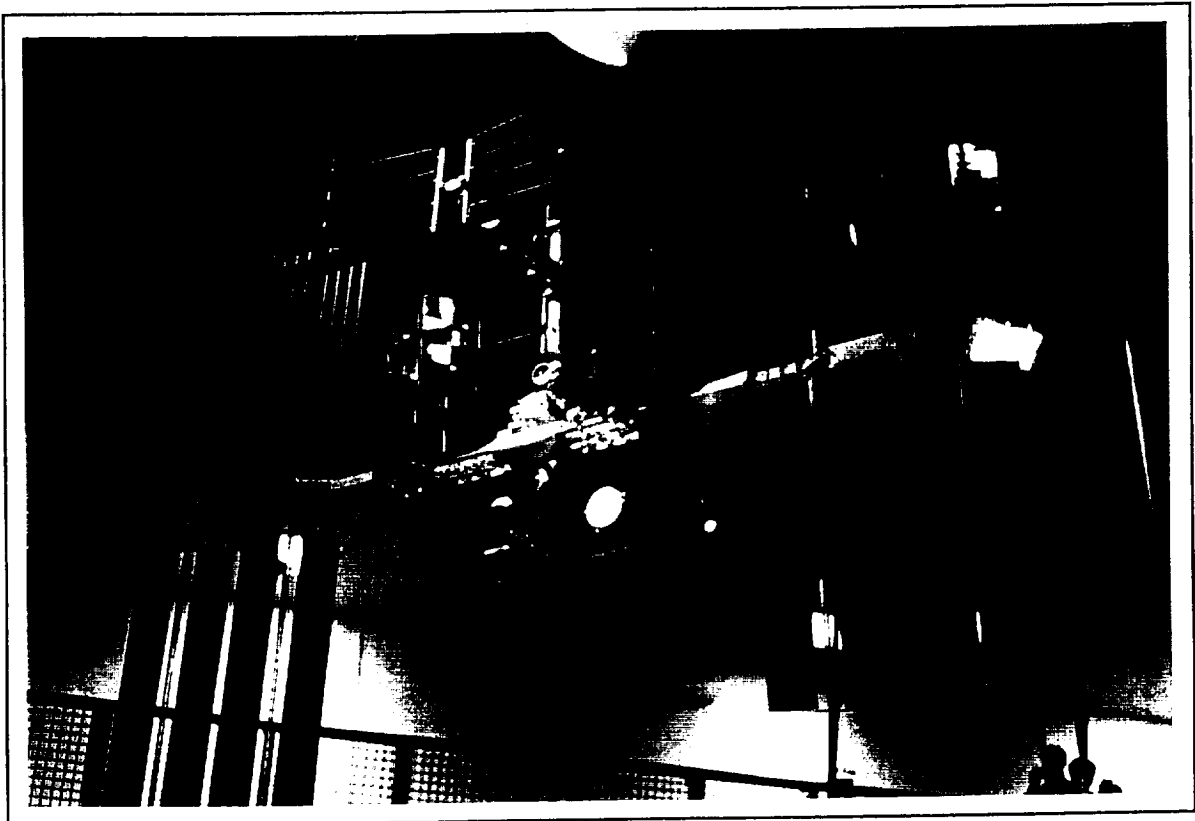


their dreams of
success can come
true....

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NASA Kennedy Space Center
John Glenn Launch
October 1998





NASA Kennedy Space Center
John Glenn Launch

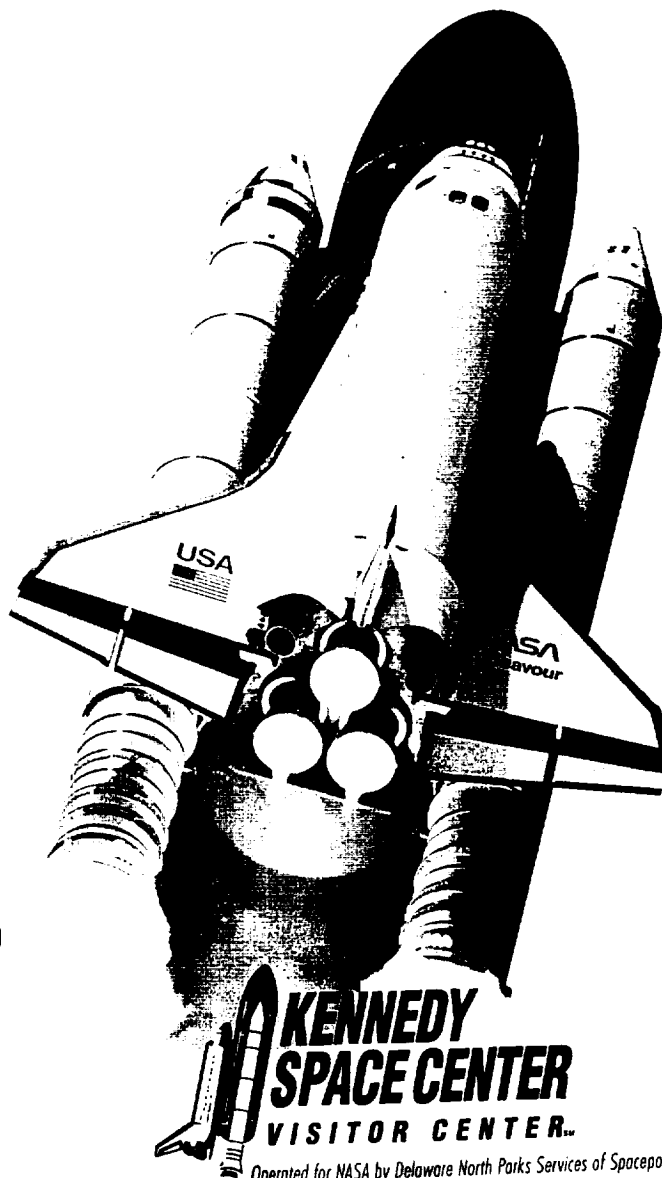


NASA Kennedy Space Center
John Glenn Launch

INFORMATION FOR VISITORS WITH SPECIAL NEEDS



Delaware North Park Services of
Spaceport, Inc.
Mail Code: DNPS
Kennedy Space Center, FL 32899
phone (407) 452-2121
fax (407) 452-3043
TDD (407) 454-4198
Internet Address:
<http://www.kscvisitor.com>



Students take trip to NASA



Stephen Gurr / Daily News

Local members of Georgia High School/High Tech, a national program promoting post-secondary educational opportunities for people with disabilities, recently made a trip to the Kennedy Space Center in Florida. Students from Troup and LaGrange high schools had an opportunity to meet and talk with NASA astronauts during their visit. Shown displaying autographed photos from the trip are, from left, Lori Nelson, Amy Childs, Justin Sikes, Brian Williams and Bobby Perkins.

BIBB COUNTY HIGH SCHOOL/HIGH TECH EVENTS:

April 8th 1999 11:00 to 1:00

Westside High School

Pizza Party and Group Activity

Transportation: School bus will pick up all Bibb County School students and transport them to Westside.

****Students will meet to discuss future programs as well as to get to know the other students. We will be asking for ideas of what programs we would like to conduct, discussing the summer internships and programs that are already scheduled.**

April 13th 10:00

Boeing Tour

Students will tour the Boeing Company. Boeing is the world's largest manufacturer of commercial jetliners, military aircraft and the nation's largest NASA contractor. Technology will be viewed and students will be able to ask questions of persons working at the company.

TRANSPORTATION HAS YET TO BE ARRANGED.

April 15th 10:30

Medical Center Tour

Students will tour the Medical Center and will have lunch in the cafeteria. Students will see technology in the medical field and will get close up in at least one area (such as Xray). Lunch will be provided.

TRANSPORTATION HAS YET TO BE ARRANGED.

April 27-29th

NASA Trip: Space Congress

Six Bibb County students will travel to NASA for the Space Congress. These six students are all seniors, with one student being selected from each high school and one from the Georgia Academy for the Blind. Students will get to tour NASA facilities, attend the Space Congress,

and meet the astronauts. The Bibb County students will join other High School/High Tech programs from around the state to attend this event.

May 6th 10:00

Macon Tech Tour

Students will tour the campus of Macon Technical Institute. They will learn about the 100 programs available as well as options for financial aid.

TRANSPORTATION HAS YET TO BE ARRANGED

May 12th

Tools for Life, Warm Springs

Students will travel to The Roosevelt Institute for Rehabilitation in Warm Springs Georgia. Rehabilitation Technology will be explored through hands-on presentations and activities. A Rehabilitation Engineer, Technologist and an Occupational Therapist will be available to answer questions and explain job duties associated with their jobs.

TRANSPORTATION HAS YET TO BE ARRANGED.

Students and Counselors prepare
to go to the Kennedy Space Center Space Congress
April 1999

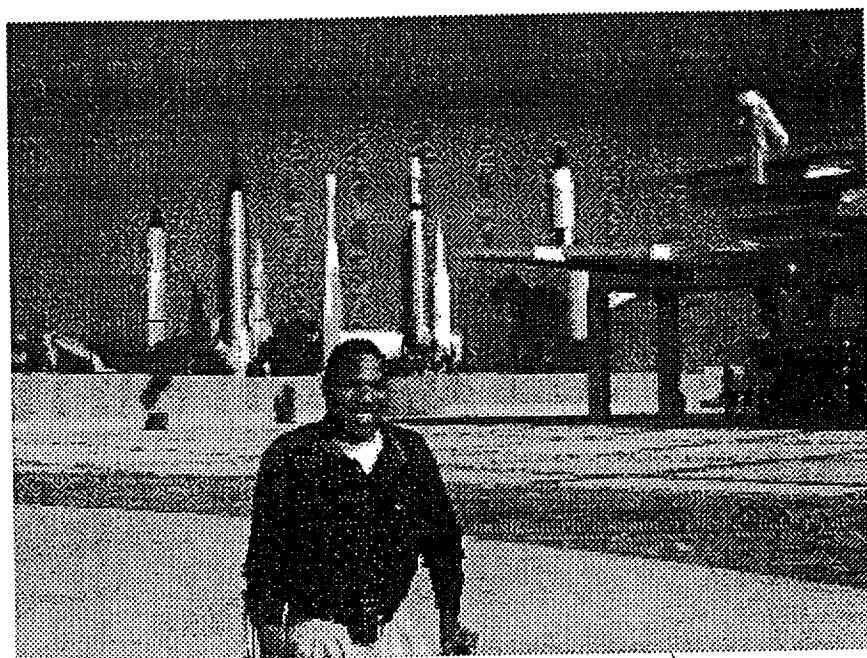
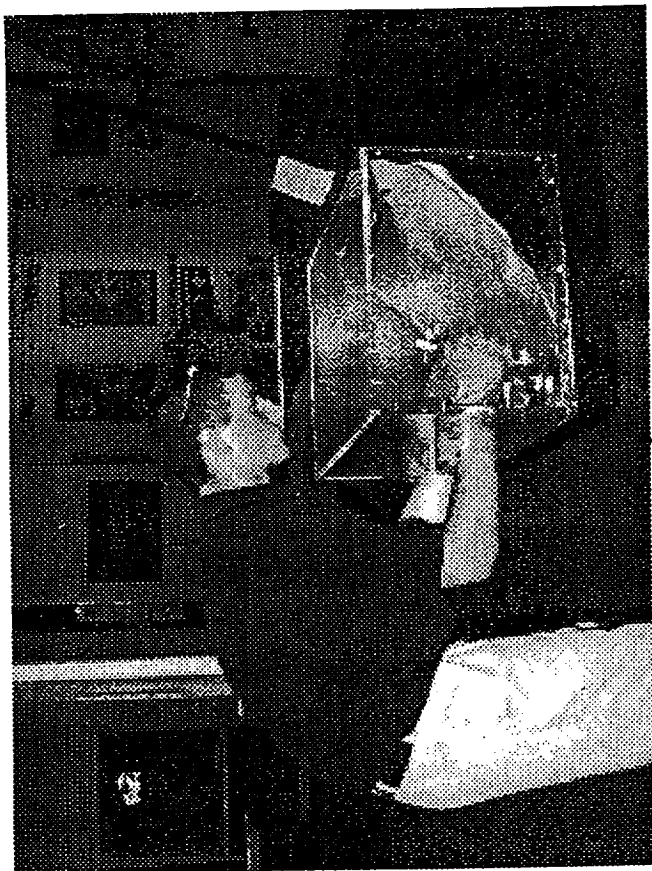


Kennedy Space Center
International Space Congress
July 1999

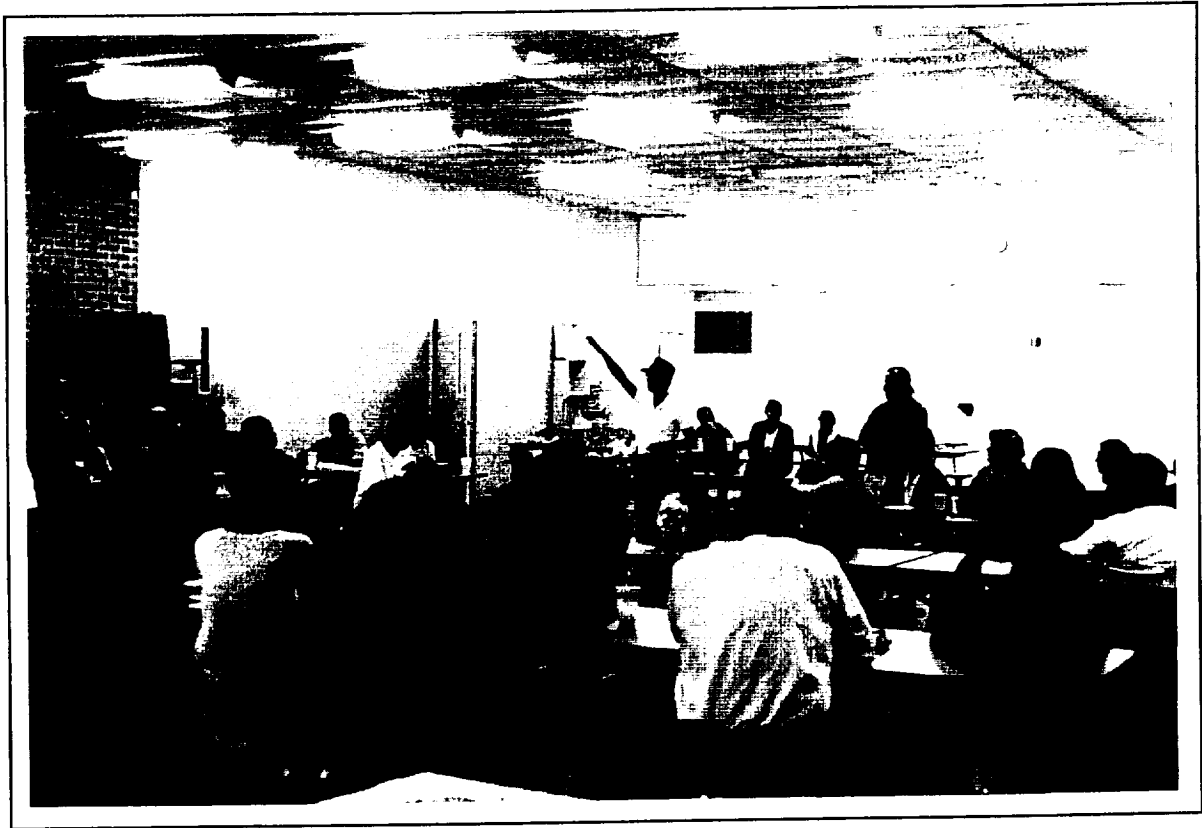




Kennedy Space Center
International Space Congress



Kennedy Space Center
International Space Congress



Kennedy Space Center
International Space Congress



WORKSHOPS

GEORGIA HIGH SCHOOL/HIGH TECH

*Promoting Science, Engineering & Technology Careers
for Students with Disabilities.*

June 24, 1999

The Georgia High School/High Tech Program is sponsoring field trip to the 1st Annual Summer Conference at Georgia Tech University. You and your parents are invited to attend this field trip on **Wednesday, July 14th, 1999**. The various High School/High Tech programs throughout the state will meet at the **Georgia Tech University at 10:30 a.m.**

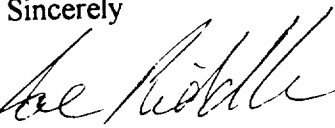
This trip will provide you the opportunity to meet Nellie Wild, National High School/High Tech Program Director. You will the opportunity to learn about Georgia Tech University and the GLOBE program. There will be a presentation of the Albany Program concerning their NASA Butterflies in Space Project. It will also provide the students the opportunity to meet and talk about the activities and experiences of their High School/High Tech programs.

After lunch at Georgia Tech, we will visit FernBank Science Center. At the Center, the students will see various science and technology exhibits. We leave Atlanta approximately 5:00 p.m. to return to Columbus. Please fill out the two enclosed permission forms and bring them with you to the bus. You **MUST** have these two permission forms to be able to go on the trip. You **will not** be able to go on the trip without them. We will meet at **8:00 a.m.** at the Elizabeth Turner Continuing Education Building on **July 14th**.

Please call Dale McLaughlin at 569-3066 at Columbus State to let her know you are going on the trip by **July 7th, 1999**.

If you have any further questions, please feel free to contact Dale at 569-3066. We are looking forward to hearing from you!!

Sincerely



Joe Riddle, Project Coordinator
Georgia High School/High Tech

Georgia High School/High Tech
1st Annual Summer Conference at Georgia Tech
July 1999





Georgia High School/High Tech
1st Annual Summer Conference



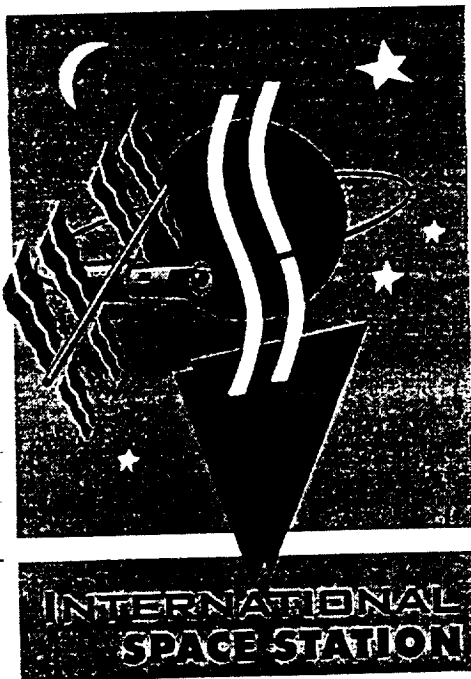
Georgia High School/High Tech
1st Annual Summer Conference



Georgia High School/High Tech
1st Annual Summer Conference



Georgia High School/High Tech
1st Annual Summer Conference



Some Assembly Required

LIVE! via Satellite

Thursday, February 18, 1999

12:30 – 2:00 PM (ET)

TELECONFERENCE

Site Coordinator Materials

Table of Contents

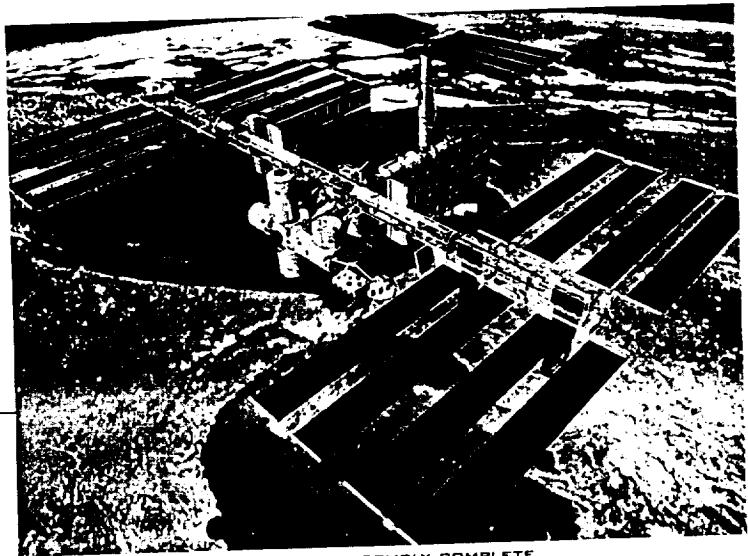
	Page
Teleconference License	1
Satellite Information Sheet	2
About the ISS Teleconference	3-4
Site Coordinator Tips	5-9

- Promotional Slick
- Phone / Fax Sheet
- Site Coordinator Evaluation Form



INTERNATIONAL SPACE STATION

Some Assembly Required



INTERNATIONAL SPACE STATION: ASSEMBLY COMPLETE

Astronauts and scientists working on the Space Station will answer your questions live on the air!

A new era of space exploration begins as the first elements of the International Space Station (ISS) are launched – with **Some Assembly Required**. Join us for this live interactive satellite teleconference designed to give you an inside look at what it takes to assemble the people, the parts and the plan for the world's largest orbiting research facility.

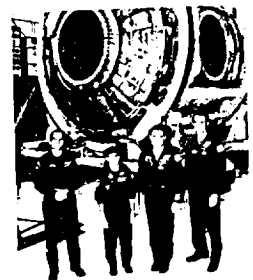


INTERNATIONAL
SPACE STATION
TELECONFERENCE

The program will cover topics including:

- Astronaut training around the world
- The basics of living and working in space
- ISS modules and how they work
- Current research in microgravity and the benefits for life on earth
- Medical and technological advancements
- Careers in math, science, and engineering

Hear firsthand from NASA scientists, engineers and astronauts how they plan research and train for long-duration missions aboard Space Station. Learn how studies in microgravity give us new insight on the human body and the world around us.



THURSDAY
February 18, 1999

give time and place
including room numbers

presented by:



JOIN OUR STUDENTS
TO TALK ABOUT
YOUR CAREER ON
FEBRUARY 18, 1999



**INTERNATIONAL
SPACE STATION**
TELECONFERENCE

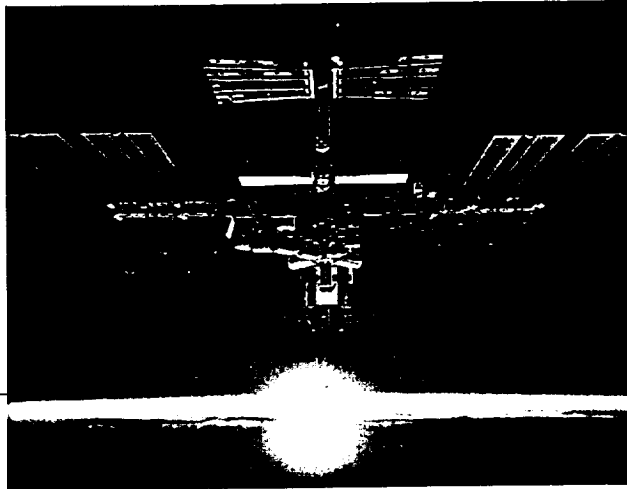
THURSDAY
February 18, 1999

time and location

R.S.V.P. to

name and phone number
of event coordinator

presented by:



INTERNATIONAL SPACE
STATION: ASSEMBLY
COMPLETE

INTERNATIONAL SPACE STATION: Some Assembly Required

A new era of space exploration begins as the first elements of the International Space Station (ISS) are launched — with **Some Assembly Required**. Join us for this live interactive event designed to give students an inside look at what it takes to assemble the people, the parts and the plan for the world's largest orbiting research facility.

Students will hear from - and even talk with - top NASA scientists, engineers and astronauts about the latest progress of ISS.

Join us!

We invite science and engineering professionals to come to our school, share your knowledge with our students, and respond to questions about your career. The program will cover topics including:

- Astronaut training around the world
- The basics of living and working in space
- ISS modules and how they work
- Current research in microgravity and the benefits for life on earth
- Medical and technological advancements
- Careers in math, science, and engineering



This live satellite event provides a unique opportunity to hear firsthand how science and technology come together as NASA experts train for long-duration missions aboard Space Station. Produced by NASA and WHRO this program will teach students how studies in microgravity give new insight on the human body and the world around us.

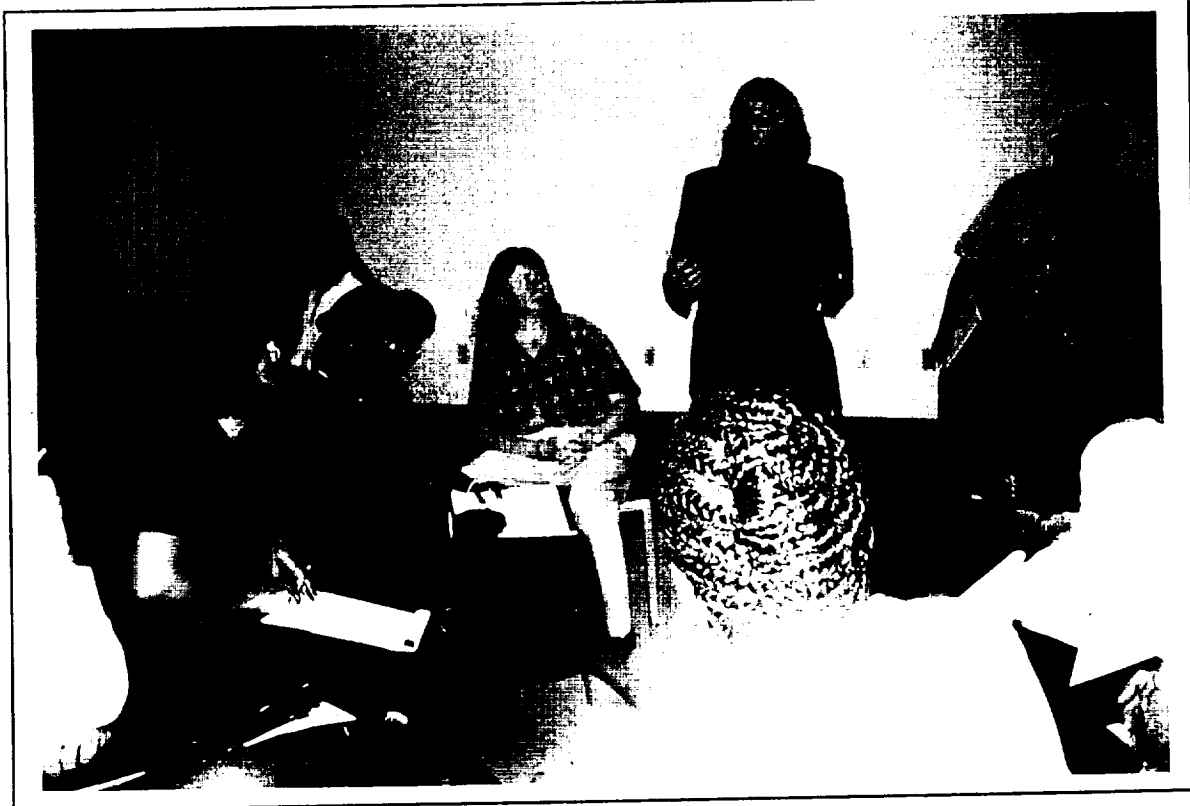
FOR MORE INFORMATION, VISIT OUR WEB SITE AT

<http://centauri.larc.nasa.gov/station.html>

Savannah State University
High School/High Tech
Workshops



Savannah State University - Kenneth Sajwan, Project Director





Savannah State University
High School/High Tech Workshops



Savannah State University
High School/High Tech Workshops

Training for the
Regional Initiatives Coordinators
January 1999





Training for the Regional Initiatives Coordinators



Training for the Regional Initiatives Coordinators

ACKNOWLEDGEMENTS

We would like to take this opportunity to give a special thanks to these companies and individuals who made this event possible:

Applebees Restaurant

Bibb County Board of Education

Capers Restaurant
Tamara Tharpe
Paul Harpin

Georgia Music Hall of Fame

Lary's Bakery

Outback Steakhouse

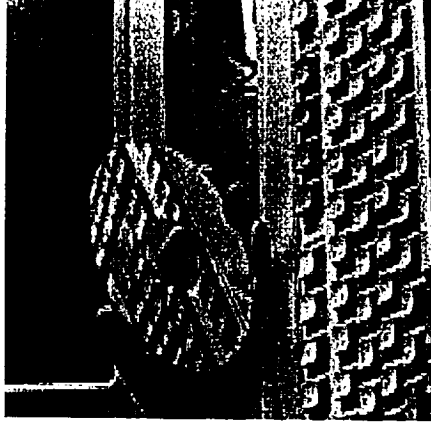
Program Participants

Publix

Shannon Roquemore
Pianist

The Division of Rehabilitation Services Staff

Georgia High School/High Tech



An Initiative of the
President's Committee of the
Employment of People with Disabilities

Administered by the Georgia
Committee on
Employment of People with Disabilities

PROGRAM

Register

Introduction

*Shannon Harris, MA, CRC
Local Coordinator of High School/High Tech*

Opening Remarks

*Honorable Jim Marshall
Mayor of Macon, Georgia*

*Dr. Hani Khoury
Mayor's Commission for Disability Issues*

*Dr. John Williams, Regional Director
Division of Rehabilitation Services*

*Lee Miller, Chairperson
Georgia Committee on Employment
of People with Disabilities*

Employer Relations & Introduction of Students

*Shelia Walker, Account Representative
Division of Rehabilitation Services*

Closing Remarks

Shannon Harris

****Please enjoy the Georgia Music Hall of Fame****

These students have been highly recommended by their schools to participate in the High School/High Tech program. They have been chosen to participate in this program based on past performance, dedication, and the ability to pursue higher education and/or technology-related training. We are pleased to have such a large group of qualified students. They are:

Central High

Maurice Glover
Marquetezes Guyton
Cindy Mills
Stephen Wilds

Southwest High

Varian Reid
Yateca Jackson
Lary Steven
Tara Tarpley
Shannon Jordan
Lawanda Jackson

Westside High

Tory Carlisle
Angela Emory
James Lawrence
Darion Lewis
Corticia Pendleton
Christopher Solomon
Amanda Williams

Southeast High

Carlisle Whittaker

Northeast High

Sherita Pitts
Jasmin Watkins

Academy for the Blind

Dusty Bragg
Hope Ross
Damashe Thomas

Christian Liberty Satellite

Todd Manley

Bibb County
High School/High Tech
Kickoff

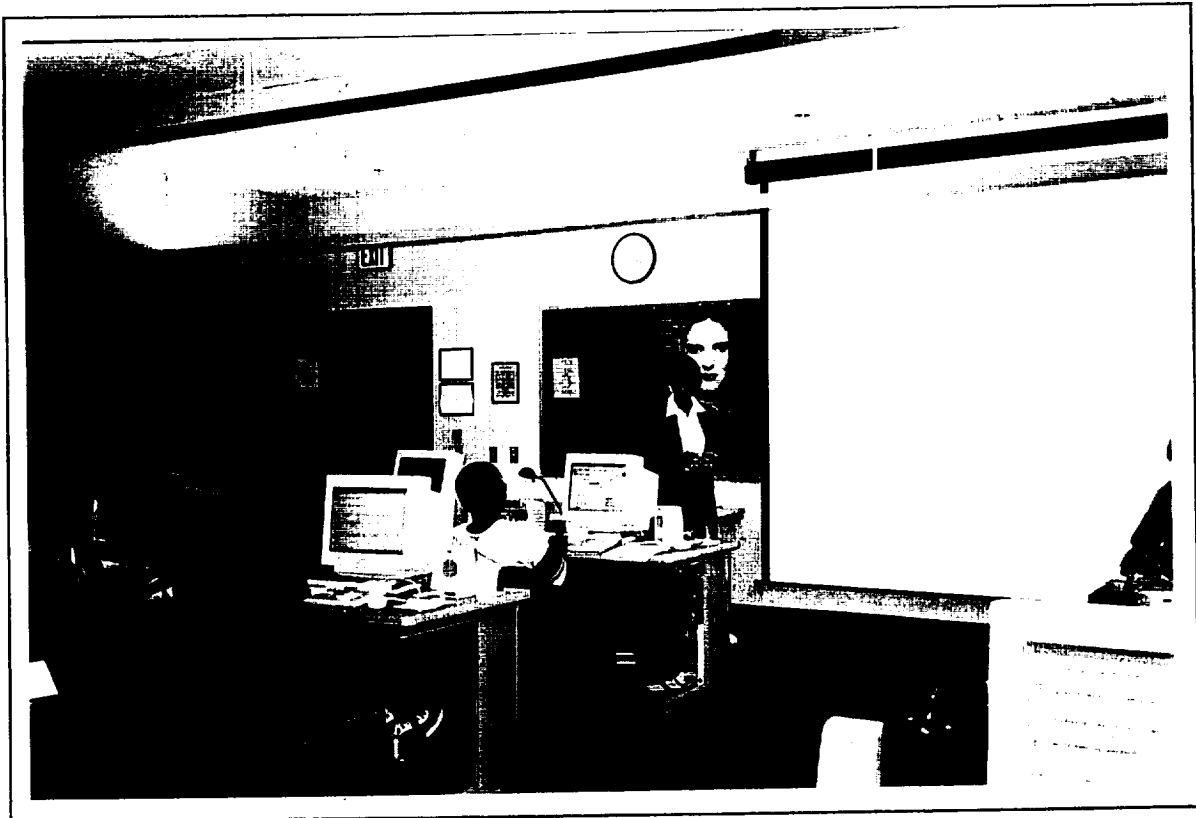




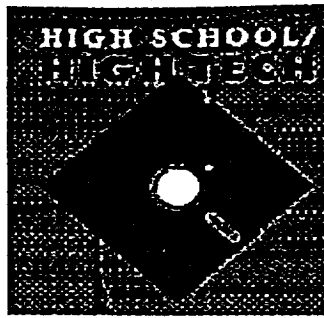
Bibb County High School/High Tech
Kickoff



Bibb County High School/High Tech
Kickoff



TOP: Bibb County High School/High Tech Kickoff
BOTTOM: Website Training



HIGH SCHOOL/HIGH TECH KICK OFF!!!!

**FEBRUARY 26, 1999
3:00 TO 5:00
GEORGIA MUSIC HALL OF FAME**

YOU'RE INVITED TO ATTEND AN EVENT HONORING STUDENTS WITH DISABILITIES WHO WILL PARTICIPATE IN THE GEORGIA HIGH SCHOOL/HIGH TECH PROGRAM FOR BIBB COUNTY. THIS PROGRAM IS AN INITIATIVE OF THE PRESIDENT'S COMMITTEE ON THE EMPLOYMENT OF PEOPLE WITH DISABILITIES. STUDENTS HAVE BEEN SELECTED TO PARTICIPATE IN THIS PROGRAM BASED ON THEIR SUCCESS IN HIGH SCHOOL, AND THEIR ABILITY TO PERFORM JOB TASKS IN TECHNOLOGY-RELATED FIELDS. PLEASE JOIN US TO LEARN MORE ABOUT THIS PROGRAM, AND TO CONGRATULATE THESE STUDENTS FOR BEING CHOSEN!

***HIGH SCHOOL/HIGH TECH ALLOWS STUDENTS TO PARTICIPATE IN, JOB SHADOWING, SITE VISITS, TRIPS TO NASA, WORKSHOPS AND SUMMER INTERNSHIPS.
A TOUR OF THE MUSEUM, AND REFRESHMENTS WILL BE PROVIDED.***

*******EMPLOYERS ARE ENCOURAGED TO ATTEND*******

**FOR MORE INFORMATION CALL:
SHANNON HARRIS
DIVISION OF REHABILITATION SERVICES
(912) 751-6239**

February 17, 1999

News Media Announcement

The Vocational Rehabilitation(VR) Program in conjunction with the Georgia Committee on Employment of People with Disabilities will hold a Kick Off for the High School/High Tech program on February 26th from 3:00 to 5:00 pm at the Georgia Music Hall of Fame. All interested emplouers, citizens, community organizations and advocates are invited to come and find out more about this exciting program for students with disabilities.

The High School/High Tech program is an enrichment program which allows students with disabilities to explore technology-related careers. Included in the program are: company visits, workshops, summer internships and trips to NASA's Kennedy Space Center. Students have been chosen to participate in this program by their teachers and other school staff based on their potential to succeed in fields that use technology on a daily basis. The abilities and interests of the students are varied and will try to be addressed throughout the program.

The High School/High Tech Kick Off is a way to recognize the students who have been selected as well as to explain the program to the community. All interested individuals are encouraged to attend.

Contact Person: Shannon Harris 751-6239

Lunch'n Learn Workshop on Cultural Diversity and Legislative Advocacy
Columbus State University Continuing Education Center
December 3, 1998, Noon to 4:00 p.m.

Mission Statement: To share experiences and educate individuals of African-American, Asian-American, Hispanic-American and Native-American descent in the skills and issues of state legislative advocacy, learn how to contact elected officials and effectively participate in state legislative and budget issues, and link with coalitions and existing advocacy efforts.

Agenda

12:00 Registration - Box Lunch

Welcome - J. Edward Wilson, Executive Assistant to Mayor Bobby Peters

Overview - Lee Miller, Chair, Georgia Committee on Employment of People with Disabilities

12:30 Putting it all together

**Elizabeth Kinne, Director, Vocational Rehabilitation, Division of Rehabilitation Services,
Georgia Department of Human Resources**

1:00 Cultural Diversity Panel

**Moderator: Cathy Anderson, Director, International and Multicultural Student Services,
Columbus State University; Co-Host, NBC 38-TV "Coffee Break"**

Panel:

Bernard Baker, People First of Georgia

Roxanne Campbell, Chair, Mayor's Commission on Diversity

Junius Christian, Columbus Urban League

Susane Crockett-Jones

Sharon Jamison, Director of Minority Affairs, Columbus State University

Reather Hollowell, Affirmative Action Administrator, Columbus Consolidated Government

Gail McKoon, Executive Director, Mayor's Committee on Persons with Disabilities

Teresa Monroe, People First of Georgia

Merlina Salamanca, International Network

Stacy Tuttle, Academic Support Center, Columbus State University

2:00 Legislative Advocacy Training - Tom Bauer, Lobbyist

3:00 Break-out into facilitated groups

Dawn Menegos-Randolph, Director, Public Policy, Atlanta Alliance on Developmental Disability

3:30 Group Reports

3:50 Wrap up

4:00 Adjourn

Funded by The Governor's Council on Developmental Disabilities in partnership with
the Atlanta Alliance on Developmental Disabilities, Jewish Family and Career Services, People First,
and the Georgia Committee for Employment of People with Disabilities

Cultural Diversity Workshop Columbus, Georgia





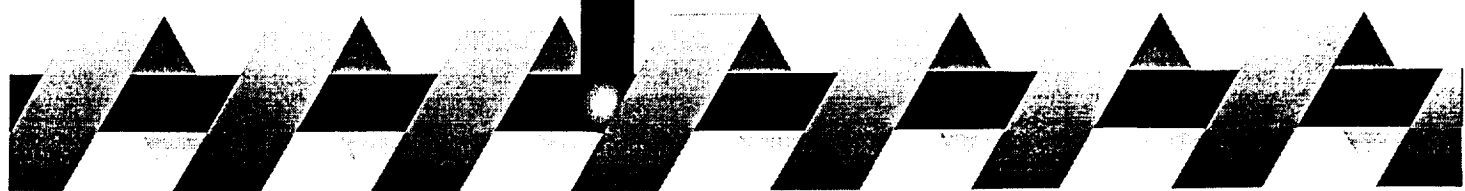

Cultural Diversity Workshop
Columbus, Georgia




Cultural Diversity Workshop
Columbus, Georgia



Cultural Diversity Workshop
Columbus, Georgia

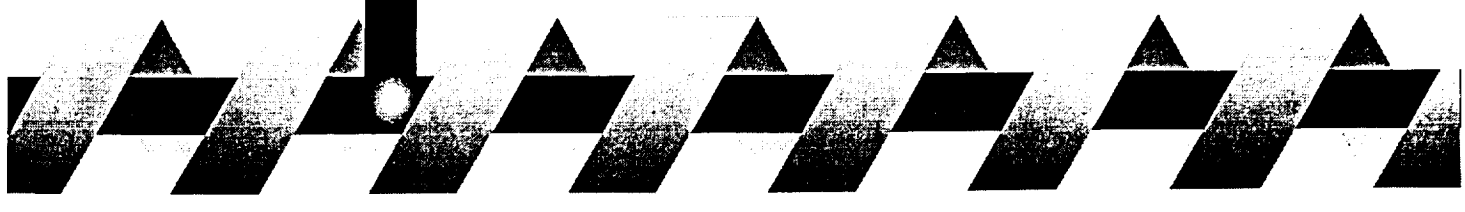


Why Pursue a High-Tech Education?



Claudia Huff
Georgia Tech Research Institute

Career Development Workshop
July 1999



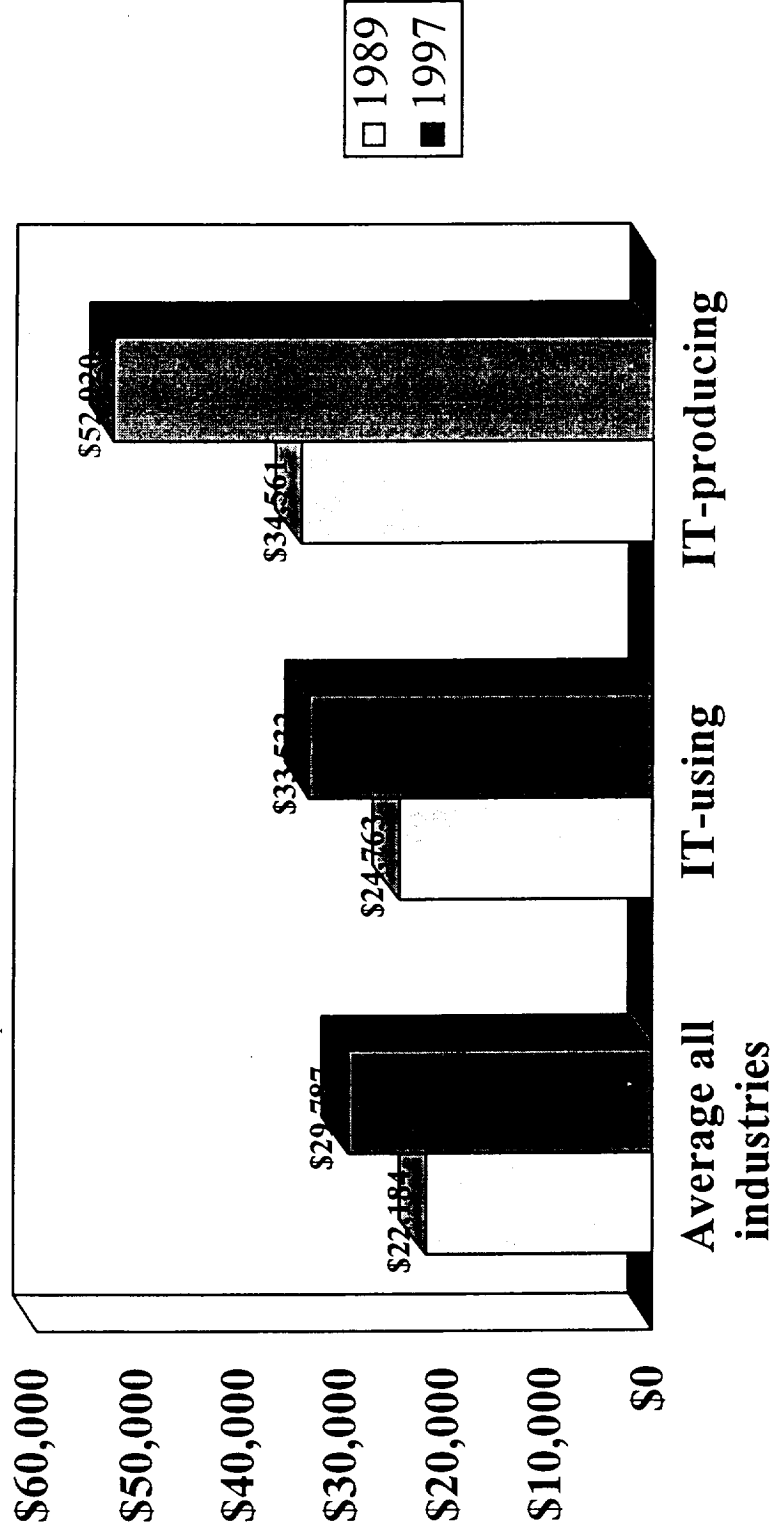
Disabled community

- 20% of U.S. population yet only 5.8% of science and engineering labor force
- IT workers
 - Computer scientists & engineers
 - Systems analysts
 - Computer programmers

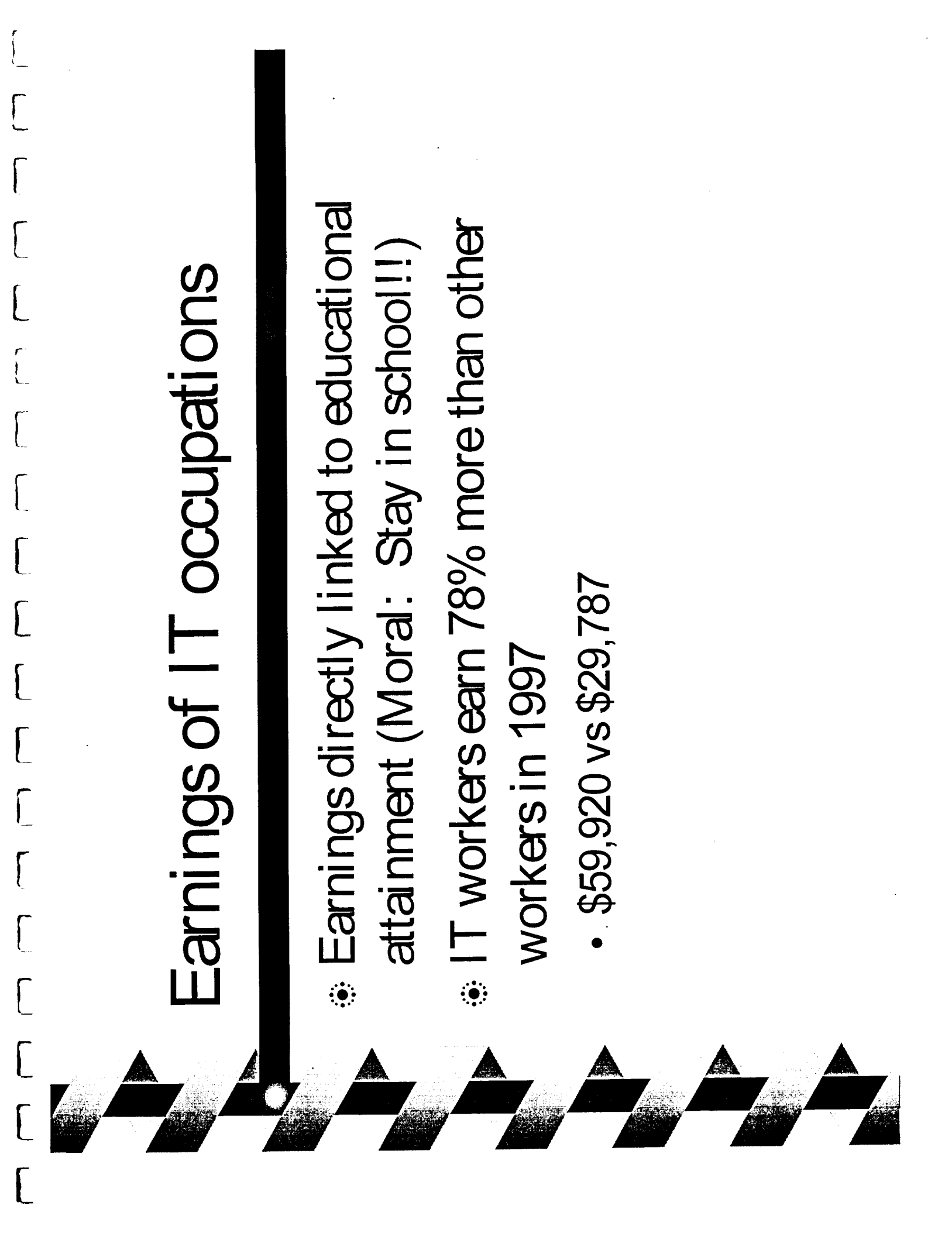
Demand for IT workers growing

- Job growth rate is 6 times faster than overall U.S. job growth rate
- 1996-2006: U.S. will require 1.3 million new highly-skilled IT workers
- GA has second fastest growing cadre of IT workers (OR is first)
- By 2006, almost 1/2 of U.S. workers will be employed in IT industry

IT industries pay higher than average wages



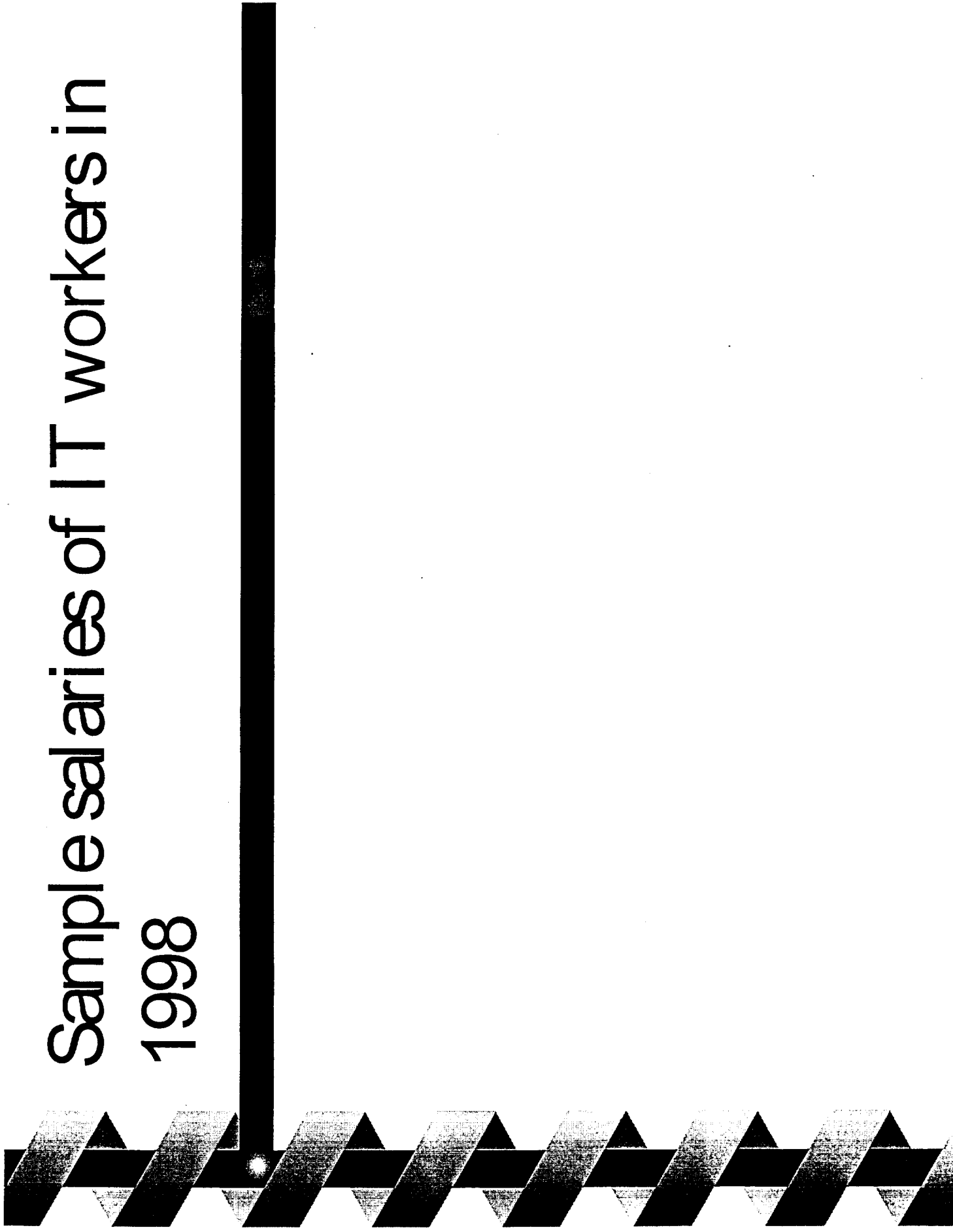
SOURCE: Economics and Statistics Administration



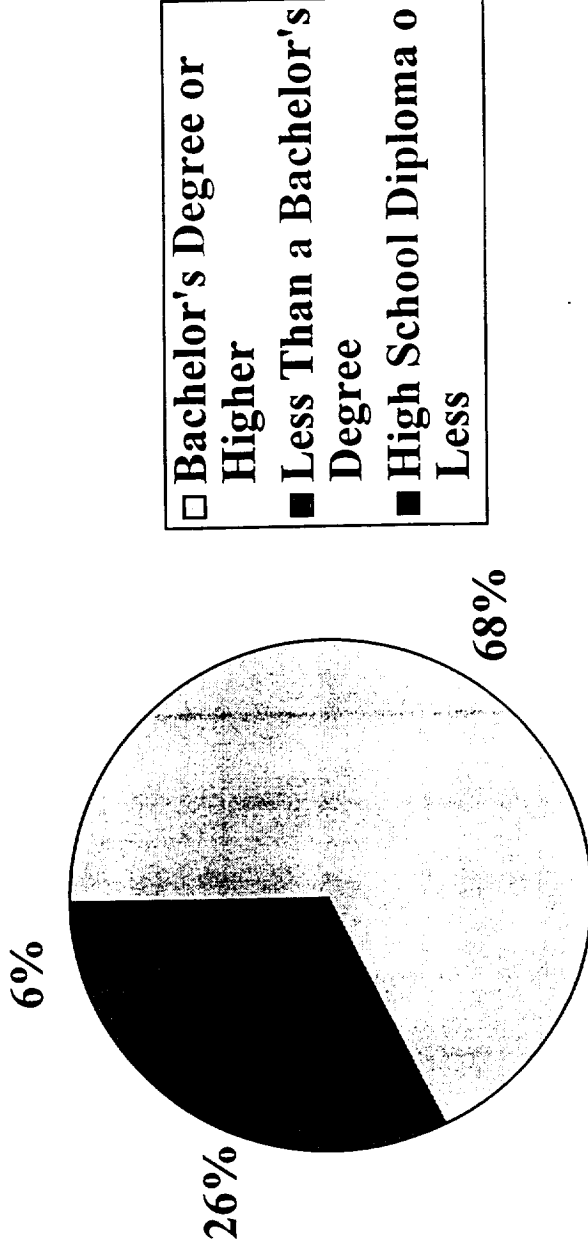
Earnings of IT occupations

- Earnings directly linked to educational attainment (Moral: Stay in school!!)
- IT workers earn 78% more than other workers in 1997
 - \$59,920 vs \$29,787

Sample salaries of IT workers in 1998



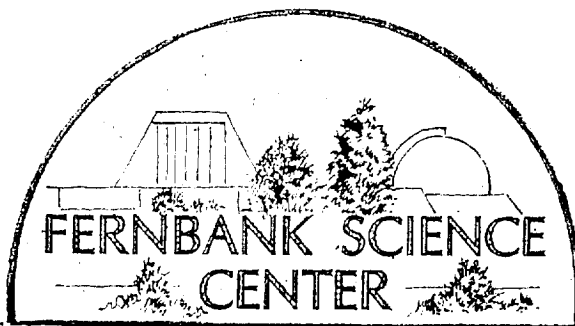
Educational background of IT workers

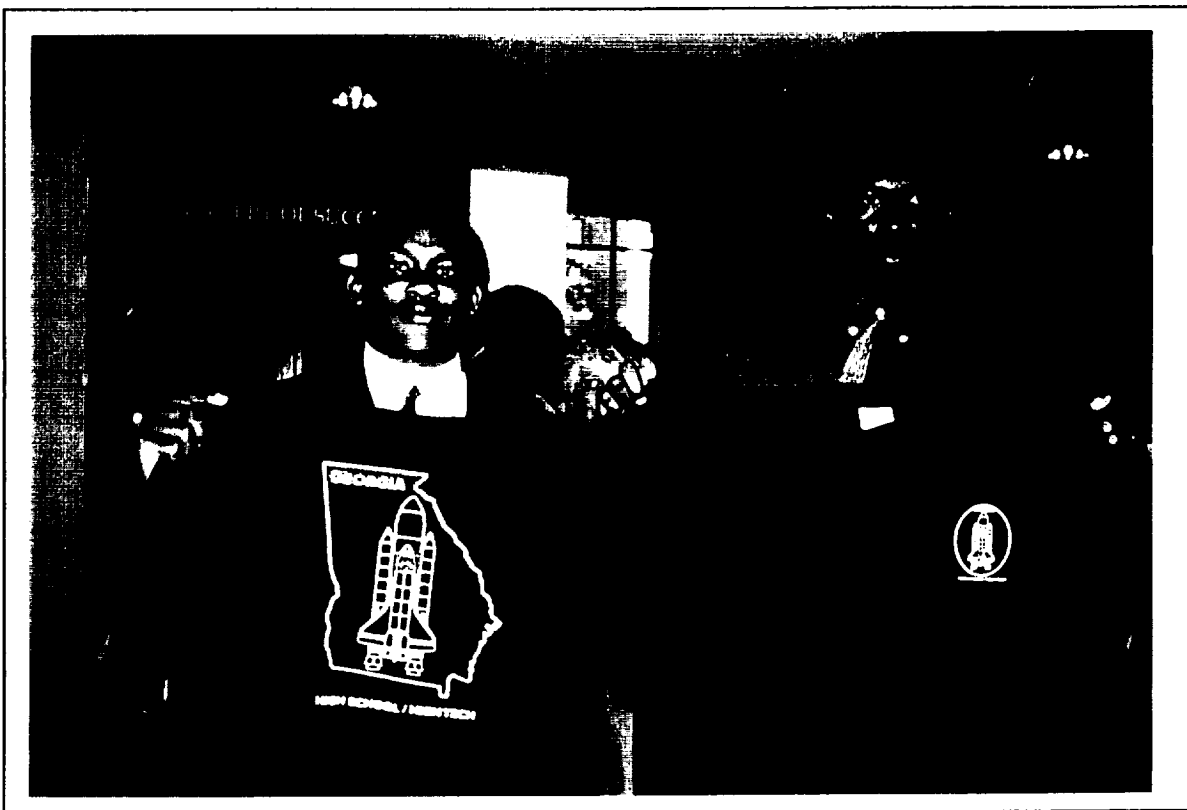


SOURCE: National Science Foundation, 1997



Welcome
to
Georgia Tech and the Fernbank
Science Center.
The Cobb Co HS/HT Committee.





SUMMER 1999

Fernbank Science Center PUBLIC PROGRAMMING

Planetarium programs begin promptly at times indicated. Doors open 15 minutes prior to each performance. Admittance after a program has begun is strictly prohibited. No shows on Mondays.

General Programs Admission: Students \$1.00, Adults \$2.00. Children under five not admitted.

Return to the Moon June 2 - August 29

Tuesday - Sunday 3:30 p.m.
Wednesday - Friday 8:00 p.m.

Fernbank Tonight Live - weekly lecture series

Tuesdays 8:00 p.m.

First Sky Tonight - weekly live presentation

Saturdays 11:00 a.m.

Children's Program Admission: All ages \$.50

Summer Time! June 12 - August 15

Tuesday - Friday 11:00 a.m. & 1:00 p.m.
Saturday - Sunday 1:30 p.m.

For all planetarium programs:

No charge for senior citizens age 62 and over, DeKalb School System employees (with ID) and Friends of Fernbank (with membership card).

Exhibit Hall

Monday 8:30 a.m. - 5:00 p.m.
Tuesday - Friday 8:30 a.m. - 10:00 p.m.
Saturday 10:00 a.m. - 5:00 p.m.
Sunday 1:00 p.m. - 5:00 p.m.

Library

Monday - Friday 8:30 am - 5:00 p.m.

Fernbank Forest

Monday - Friday 2:00 p.m. - 5:00 p.m.
Monday - Friday (June 14 - August 13) 10:00 a.m. - 5:00 p.m.
Saturday 10:00 a.m. - 5:00 p.m.
Sunday 2:00 p.m. - 5:00 p.m.

Home Composting Demonstration Site

**Water Garden, Bog Garden, Vegetable Garden, Herb Garden
Hummingbird and Butterfly Gardens**

Located behind the main science center building

Monday - Friday 8:30 a.m. - 5:00 p.m.
Saturday 10:00 a.m. - 5:00 p.m.
Sunday 1:00 p.m. - 5:00 p.m.

Observatory

Thursday & Friday evenings only

Clear evenings Dark - 10:30 p.m.
Cloudy evenings Tours only
Inclement Weather CLOSED

Greenhouse

Located at 1256 Briarcliff Road

Sundays 1:00 p.m. - 5:00 p.m.

Robert L. Staton Rose Garden

Located adjacent to the Fernbank Museum of Natural History, 767 Clifton Road

Open daily Dawn to dusk

All facilities are open free of charge except the planetarium.

All facilities will be closed Saturday - Monday, July 3-5.

DeKalb County School System

Fernbank Science Center, 156 Heaton Park Drive, N.E., Atlanta, GA 30307-1398 (404) 378-4311

On the World Wide Web: <http://isc.fernbank.edu>

Curricular Emphasis:

The exploration of space and the expansion of technology are changing the world in which we live. The leaders of the future need extensive experiences in these emerging areas so that they can understand the techniques and ideas that will improve our environment and our lives. SpaceStation Fernbank provides participants with activity-based opportunities to explore living and working in space, planetary science and Earth Science Systems. In practical terms this means days full of laboratory and field experiences, learning with enjoyment, guided by experts. By following science concepts from one area to another, participants explore the threads of knowledge which are woven through the world of space science and the way it impacts our everyday world. This is a powerful and unique feature of SpaceStation Fernbank.

For further information contact:

Mary DePass
404-378-4311

mary.depass@fernbank.edu

DEKALB COUNTY BOARD OF EDUCATION

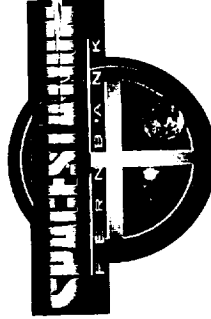
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Associate Superintendent
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Executive Director

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Mary T. DePass, Coordinator
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Ginny Johnston, Coordinator



FERNBANK SCIENCE CENTER
156 Heaton Park Drive, N.E.
Atlanta, GA 30307-1398
(404) 378-4311
<http://fsc.fernbank.edu>

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of age, sex, race, color, religion, national origin, disability or handicap in its educational programs, activities or employment practices.

Inquiries concerning discrimination should be made to the local administrator.



DeKalb County School System
Fernbank Science Center
156 Heaton Park Drive, N.E.
Atlanta, GA 30307



The mission of SpaceStation Fernbank is to inspire and prepare students for life in the future through scientific exploration of our universe.

We will accomplish our mission through...

- Living and working in space
- Learning about our earth from the unique vantage point of space
- Comparing life in space with life as we know it on Earth
- Searching for life throughout the universe
- Learning how we move and navigate in air and space
- Investigating Mars and other planets in the solar system

The program will culminate with student teams organizing and completing a space mission.

Some areas of specific interest include...

- A two-day mission at the U.S. Space and Rocket Center, Huntsville, Alabama
- Use of laboratories at Fernbank Science Center and the Fernbank Museum of Natural History
- Research in Fernbank Forest including use of a 138-foot high instrumented research tower

- Map reading and navigation in the Fernbank Science Center planetarium
- Investigation of the mineralogy and chemistry of meteorites using a scanning electron microscope
- Simulation of the search for life on other planets
- A space nutrition program that will include lunch menus and a nutritional curriculum
- Closing ceremonies for participants and their families. Each team of students will participate in a mission debriefing.

Program:

SpaceStation Fernbank is an innovative summer adventure at Fernbank. Highly qualified and experienced instructors from the DeKalb County School System's Fernbank Science Center will guide participants through exciting hands-on and minds-on research activities. Our program aims to show how all areas of space science are related to each other and to YOU!

Eligibility:

Rising 7th grade students

Finances:

A major grant from the NASA John H. Glenn Research Center at Lewis Field, Cleveland, OH, pays all expenses and fees. Lunches, snacks and field trips are provided free-of-charge.

Application:

Complete the application packet and return it to the designated person in your home school.

Selection Criteria:

1. Recommendations from two persons, one being a teacher of the applicant. The teacher, selected by the applicant, must teach, or have taught, the applicant science or mathematics.
2. Student participation in non-required activities that reflect an interest in science.
3. Quality of a statement prepared by the applicant stating reasons for wishing to be a program participant.
4. Successful completion of 6th grade level math and science.
5. Responses to an interview questionnaire.

Length of Program:

The program will run from June 21 through July 16, 1999.

Length of Day:

All students should arrive at Fernbank Museum of Natural History, arriving promptly at 8:30 a.m. and leaving at approximately 3:30 p.m. Families will be responsible for transporting the participants to and from Fernbank.

Instructional Facilities:

Students will have opportunities to use the facilities of Fernbank Museum of Natural History, Fernbank Science Center and Fernbank Forest. Activities will take place in the museum, the science laboratories, the computer lab, the forest and a variety of field settings.

Meals:

Students will be provided lunch and afternoon snacks at Fernbank Museum of Natural History.

Overnight Field Trip

An overnight field trip to the U.S. Space and Rocket Center, Huntsville, AL, is scheduled during the third week of the program.



TOP: Fernbank Science Center
BOTTOM: Georgia Rehabilitation Workshop



*"GLOBE students are
young scientists,
tens of thousands strong,
learning about Planet Earth...
then teaching us."*

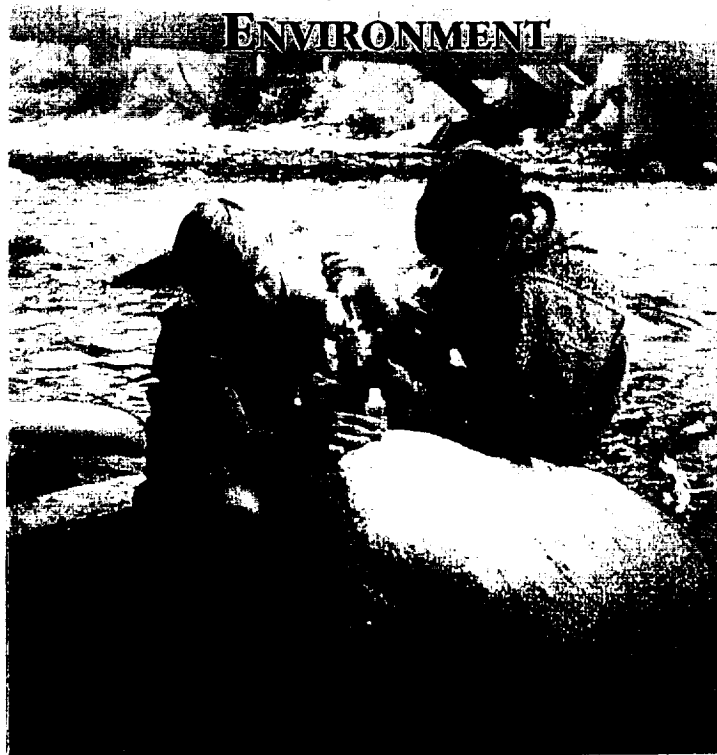
- U.S. Vice President Al Gore

744 Jackson Place, NW
Washington, D.C. 20503
1-800-858-9947 or e-mail info@globe.gov

THE GLOBE PROGRAM



GLOBAL
LEARNING AND
OBSERVATIONS TO
BENEFIT THE
ENVIRONMENT



GLOBE'S STRENGTH IS IN PARTNERSHIPS

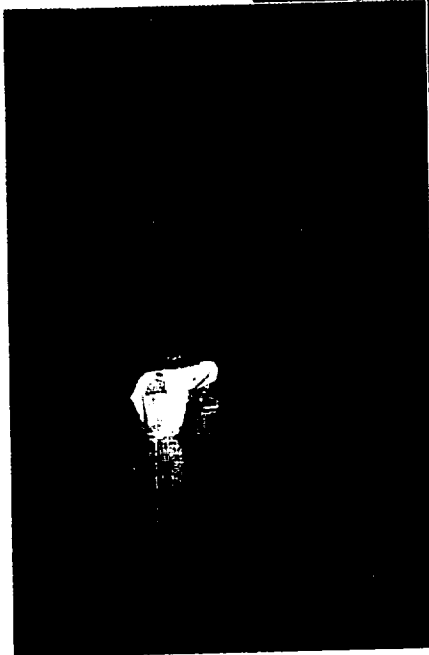
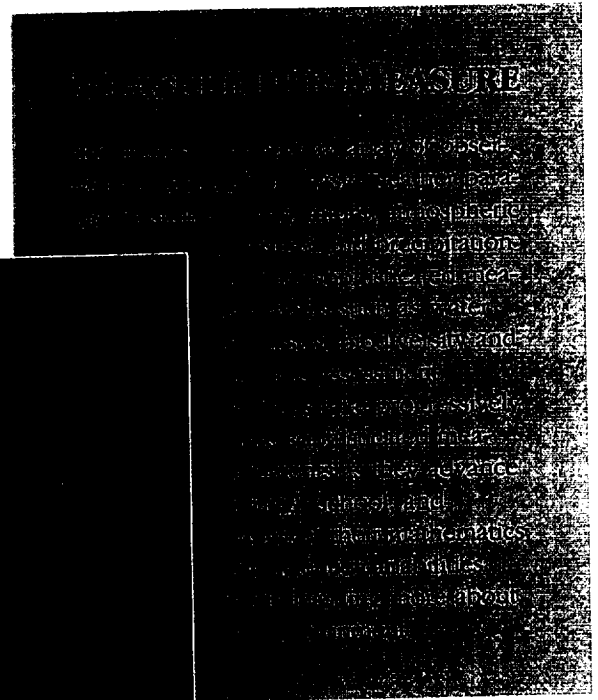
Students conduct hands-on experiments that have real scientific significance. They learn how their local observations, together with those of other students and scientists around the world, detail an environmental picture of the globe.

Teachers around the world instruct students on how to take measurements, help students understand the relevance of their observations, and explain the significance of the global visualizations.

Scientists and students analyze the data in conjunction with information obtained from other sources. GLOBE's environmental observations help provide a better understanding of the Earth.

Nations around the world enroll their schools in GLOBE to enhance global environmental awareness and global data collection.

Organizations and programs that support environmental education and science activities join in cooperative efforts with GLOBE.



- Students, guided by trained teachers, take environmental measurements identified and designed by an international group of scientists and educators.
- Students send their data via the Internet and other means to a processing center. The data are made available to environmental scientists around the world, contributing to efforts to better understand the Earth.
- The students' data are combined with data from other science sources. State-of-the-art digital images, based on these data, are relayed back to the classroom by television, computers, and other communications systems. The visualizations emphasize how each school's observations are an important part of understanding the global environment.





THE GLOBE PROGRAM™

Global Learning and Observations to Benefit the Environment

◦ The GLOBE Program is a hands-on environmental science and education program that unites students, educators, and scientists from around the world in studying the global environment.

◦ The goals of the GLOBE Program are:

- to enhance the environmental awareness of individuals worldwide,
- to increase scientific understanding of the Earth, and
- to improve student achievement in science and mathematics.

◦ GLOBE is a worldwide network of K-12 (or equivalent) students working under the guidance of teachers trained to conduct the GLOBE Program. GLOBE students:

- make a core set of environmental observations at or near their schools,
- report their data through the Internet to a GLOBE data processing facility,
- receive and use global images created from worldwide GLOBE school data, and
- study environmental topics in their classrooms.

◦ Over 6,000 schools in more than 75 countries are participating in the GLOBE Program. GLOBE students have reported nearly one million science observations in the areas of atmosphere, hydrology, landcover/geology, and soils. These data are used by GLOBE students and scientists to support environmental research and other environmental science programs.

◦ Environmental scientists from many nations have participated in selecting GLOBE environmental measurements, ensuring overall quality control of data, and using the data in their research.

◦ Age-appropriate GLOBE educational materials have been developed by international environmental educators for use in GLOBE schools. GLOBE teachers receive special training on teaching the measurement procedures, using GLOBE images as instructional materials, participating in GLOBE using Internet/World Wide Web technology, and creating partnerships among students at GLOBE schools around the world.

◦ Broad international participation is integral to the design of the GLOBE Program. GLOBE international partners sign bilateral agreements with the U.S. for schools in their country to participate in the program. In the U.S., GLOBE is administered by a Federal interagency team that includes the National Oceanic and Atmospheric Administration, National Aeronautics and Space Administration, National Science Foundation, Environmental Protection Agency, and the Departments of Education and State, working together with over 50 state and local partner organizations.

VISIT THE GLOBE HOME PAGE ON THE INTERNET

<http://www.globe.gov>

The GLOBE Program 744 Jackson Place, Washington, DC 20503
For information or assistance, call toll-free in the U.S. 1-800-858-9947 or e-mail info@globe.gov

GLOBE

GLOBAL LEARNING AND OBSERVATIONS TO BENEFIT THE ENVIRONMENT

LINE

For GLOBE online, visit <http://www.globe.gov> on the World Wide Web.



IN THIS ISSUE

STUDENT RESEARCH

Page 3

INTERNATIONAL UPDATE

Page 4

EVALUATION REPORT

Page 5

FRANCHISE UPDATE

Page 6

EARTH DAY 1999

Page 7

KIDSGLOBE

Page 8

GLOBE Help Desk

1-800-858-9947

info@globe.gov

Spring 1999

GLOBE Students Support Scientific Research

In thousands of K-12 schools around the world, students in the Global Learning and Observations to Benefit the Environment (GLOBE) Program are helping scientists better understand the Earth's environment by carefully taking and reporting scientific measurements at their schools. Since 1995, GLOBE students have reported over 3 million scientific observations for use in scientific studies.

"GLOBE data are important in many ways to the scientific research I am conducting," says Dr. Elissa Levine, a soil scientist at NASA's Goddard Space Flight Center in Maryland. "GLOBE schools are helping scientists to appreciate the wide variety of soil properties globally and to forecast how changes in atmospheric temperature and precipitation levels may affect these properties."

Dr. Levine uses GLOBE student data to fine-tune a computer simulation model designed to predict changes in soil moisture and temperature, factors critical to the health of soils. To test her computer model, she relies on a number of GLOBE student measurements: atmospheric temperature, precipitation, land cover, soil temperature, and soil characterization. These measurements improve the model's accuracy and give confidence to scientists using the computer program to predict soil properties into the future.

"I need as many GLOBE schools as possible to take and report this suite of measurements, ideally over a long period of time," Dr. Levine says.

Soil scientists don't just drill into the earth, take their measurements, and head into the lab, stresses Dr. Levine. "By smelling, and feeling the soil, you can begin to realize the great variety of soil textures, structures, consistencies, and colors. Each profile has its own properties that allows it to do many different things and be used in different ways."

Royersford Elementary School GLOBE Teacher Gayle Sellers has found that, in addition to the scientific benefit, the GLOBE soil protocols have great educational benefit in her classroom. "Students get excited about working with soils because they can touch it and feel it," Ms. Sellers said. "The soil protocols get them talking together and thinking about important science concepts."

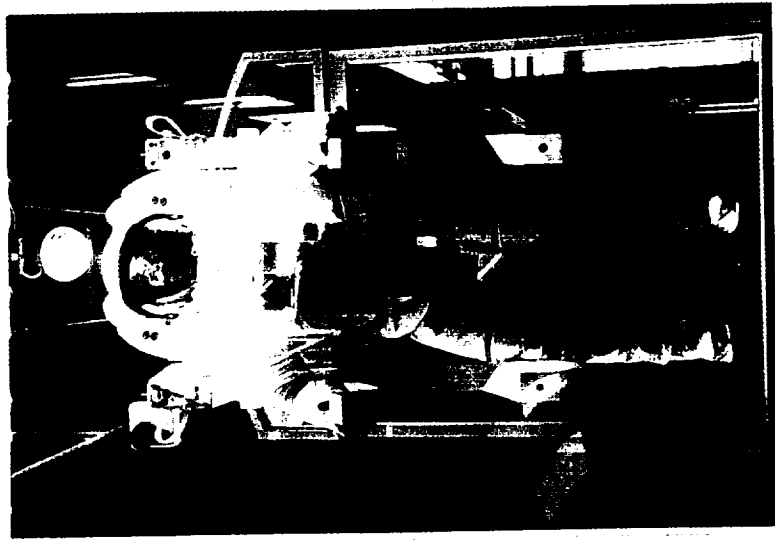
"I loved getting messy and using the auger," exclaimed fourth grader Amber Foster from Royersford Elementary. "It's fun to take a soil sample. We have learned the kinds of soil, and the different layers of soil, how to test the soil for different things, and also how to find the beginning and end of a soil horizons."

Through GLOBE, students are learning the many ways in which soils help maintain the diversity of life by supporting plants, animals, and billions of micro-organisms. "I am going to take care of soil and not call it dirt!" Amber promised.

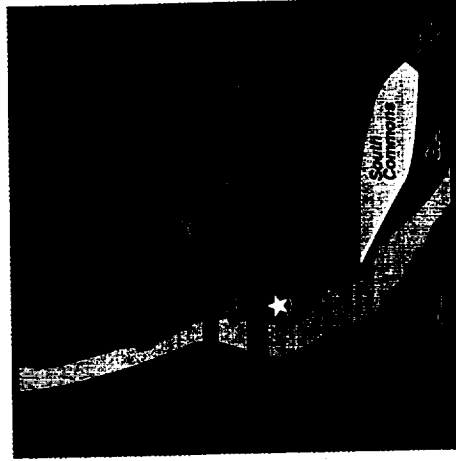
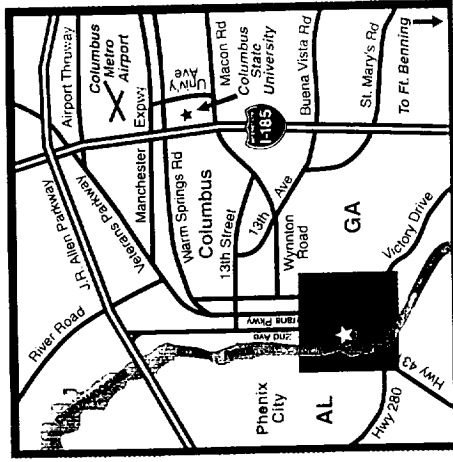




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A universe of possibilities is yours along the Riverwalk in Columbus, Georgia.



Coca-Cola Space Science Center
Columbus State University



A journey of the imagination to a place where anything is possible.



Coca-Cola Space Science Center
Columbus State University

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706-649-1470 • 706-649-1478 fax
<http://www.columbusstate.edu>

Welcome to a new dimension of Columbus State University.

Lobby Hours

Tues. - Fri 10 am - 4 pm
Sat 1:30 pm - 4 pm
Sun 1:30 pm - 4 pm

Services Provided

- Limited tours provided by docents

• Stargazers Gift Shop

- **Challenger Learning Center** missions by reservation only for groups of 20 - 35, 6th grade and above.
- **Omnisphere Theater** — private bookings possible for groups of 30 - 120
- **Mead Observatory** — available with scheduled Omnisphere program and for bookings through observatory staff

- **Private group and corporate bookings** include Challenger missions, theater shows and laser concerts, special events, and dinners. Call for information.

Public Programs

Call (706) 649-1470 for show times and titles

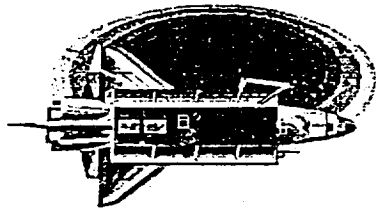
- Omnisphere Features
 - Laser Shows
 - Free Sci-Fi Movies
- Special Observatory Events
 - Children's Shows

Ticket Prices

Omnisphere Theater

Feature Show: \$5 • Children's Shows \$3 • Laser Shows \$6*
Annual passes and coupon books available at discounted prices.

Prices and dates subject to change.
*Children under 5 not admitted.



GEORGIA HIGH SCHOOL/HIGH TECH

Laura G. Ferguson
Regional Initiatives Coordinator

Department of Human Resources • Division of Rehabilitation Services
Region 4 • PO Box 218 • Newnan GA 30264-0218 • (770)254-7210 • (770)254-7215

NASA Space Congress April 27 - 29, 1999

Georgia High School/High Tech is sponsoring a trip to NASA's Space Congress at Florida's Kennedy Space Center from April 27 to April 29, 1999. The trip will provide our students the opportunity to view computer graphics demonstrations and displays of the Space Shuttle, Shuttle Payloads, Space Station, Expandable Launch Vehicles, and other space-related activities. The Space Congress will also provide the opportunity for students to "Meet the Astronauts."

The tentative itinerary calls for the group to travel to the Holiday Inn at Cocoa Beach, Florida on April 27, 1999. The group will spend the day at the Space Congress and at the Space Center on April 28th and meet the astronauts that evening. The group will return home on April 29, 1999. Currently, the plan is to meet in at least two central locations to travel down to Cocoa Beach. Further information will be forthcoming on these locations.

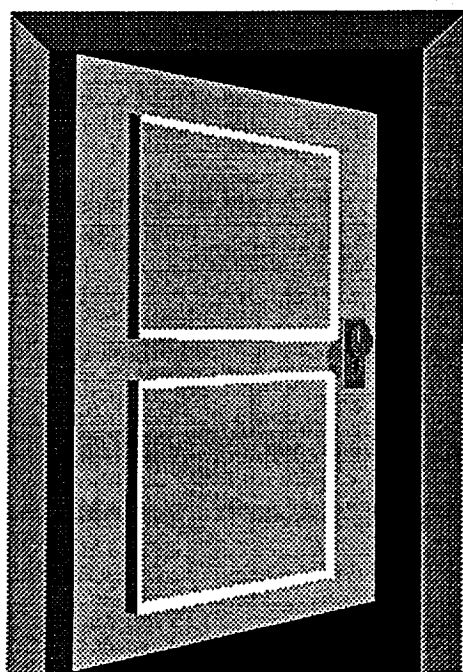
Georgia High School/High Tech has reserved a group of rooms and will reimburse pre-approved transportation costs for the trip. Due to a limited number of rooms, each program is limited to 6 students and two chaperons. These 6 students should be seniors or students who have never attended a Space Congress. (This means that we could send 6 students from Troup County if we hurry!!!)

Please contact me by March 19th if you have students you feel are eligible for HS/HT and would be able to attend the Space Congress trip. We will also need to send two chaperones. Any volunteers?

Laura G. Ferguson
DRS Regional Initiatives Coordinator
P.O. Box 218
Newnan, GA 30264-0218
(770) 254-7212
(770) 254-7215 FAX

**U. S. Department of Labor
National Disability Awareness Month
Observance**

***“Opening Doors to Ability:
Celebrating the Arts”***



**Sam Nunn Atlanta Federal Center
October 16, 1998
Conference Room D
10:00 a.m.**

DISABILITY AWARENESS MONTH OBSERVANCE

Friday, October 16, 1998

Sam Nunn Atlanta Federal Center

10:00 - 12:00

Welcome

Carol A. Gaudin
Regional Director
Department of Labor, OFCCP

Introduction of Keynote Speaker

John Palmer
Chairperson, Disability
Awareness Month
DOL, OFCCP

Keynote Speaker

Lee Miller
Chairperson, Georgia Committee
On Employment of People With
Disabilities

Introduction of Guest Speaker

Marva James
Senior Liaison Officer
(Regional Ombudsperson)
DOL, OFCCP

Guest Speaker

Robert Raubach
Staff Attorney
Georgia Advocacy Office

Expressions of Appreciation

Carol A. Gaudin

Closing Remarks

Alfred Holston
Regional Administrator
DOL, OASAM

*Refreshments will be served

A G E N D A
Rehabilitation Council
Statewide Independent Living Council
January 11 & 12, 1999

Monday - January 11, 1999 – Chair, James Aberson

11:30 AM – 12:30 PM - SILC Membership
Committee

1:00 to 1:15 PM - Introductions – both Councils
Agenda Approval
Minutes – see Day 2 Action Items

1:15 – 2:00 PM - Reports from Home

2:00 – 3:15 PM - DRS Region 3 Report

3:15 – 3:30 PM BREAK

3:30 – 3:45 PM Overview of Legislative Issues

3:45 – 5:00 PM Lee Miller – Hi School/Hi-Tech
Mike Cox – BLN
Jerilyn Leverett – Video

6:30 – 9:30 PM – Social Hour & Dinner
Pasta & Fajita Bar

This isn't a large formal dinner but should be enough
to satisfy most appetites!

2nd Annual GRA Governmental Affairs Seminar

Pictured below are a few speakers: Lee Miller, DRS Advisory Council; Alan Morris, DRS Communications Officer and Peggy Rosser, DRS Director



GCWA/GRA Legislation Reception

Pictured above: Governor Roy Barnes (L), GRA President Mike Pruett and Senator Eddie Madden (R) of the 47th District

Why should you support a

High School/High Tech program in your community?

- ★ If you, as a citizen are concerned about the economic future of American industry, you need to support High School/High Tech.
- ★ If you, as a taxpayer, are concerned about how your community is going to respond to the high cost of public dependency, you need to support High School/High Tech.
- ★ If you, as a company executive, are concerned about tapping into new sources for your future work force, you should support High School/High Tech.
- ★ If you, as the parent of a child with a disability, are concerned about your child's future, you should support High School/High Tech.

If you are interested in investing in the future of America and its children, we invite you to join our collaborative effort to bring High School/High Tech to the DRS Region 4.

The Division of Rehabilitation Services is working to bring the High School/High Tech initiative to a ten county area of Georgia designated as Region 4. Counties in this service delivery area include:

Carroll
Coweta
Heard
Troup
Meriwether
Spalding
Butts
Pike
Lamar
Upson

Contact:

Laura G. Ferguson
Regional Initiatives Coordinator
29-A Farmer Industrial Blvd.
Newnan, GA 30264-0218
(770) 254-7210
FAX (770) 254-7215

DRS
Division of Rehabilitation Services
Region 4

INTRODUCING GEORGIA HIGH SCHOOL/HIGH TECH

A Project of the President's Committee on
Employment of People with Disabilities

March 5, 1999

1:30 pm - 3:30 pm

The LaGrange Memorial Library

Featuring

Ms. Lee Miller

**President's Committee on Employment of
People with Disabilities**

Partners in Education (PIE) for LaGrange,
Callaway, and Troup High Schools, busi-
ness and community leaders and all inter-
ested parties are invited to attend.

Learn why you should support a High School/
High Tech program in your community.

DRS
Division of Rehabilitation Services
Region 4

What is Georgia High School/High Tech?

Georgia High School/High Tech is an enrichment program for high school students with disabilities, designed to help develop career opportunities and assist them in achieving their dreams of success.

Community Collaboration

The purpose of the High School/High Tech program is to provide youth with disabilities exposure to promising science, engineering, and technology-related careers. Students should be introduced to these fields early in their education so they can adjust their educational goals appropriately.

Student Eligibility

- ★ Students at the junior and senior levels in high school
- ★ Students with physical, mental or emotional disabilities
- ★ Students with the ability to pursue advanced education and training beyond the secondary level based on past achievement

Student Participation

Students will participate in various activities including:

- Workshops
- Field Trips
- Summer Internships

Program Goals

- ♦ Provide students with disabilities opportunities to identify their interests and potential skills in the sciences and technology
- ♦ Assist students interested in science engineering and other technology related careers with appropriate career planning including counseling on colleges and degrees in their chosen fields
- ♦ Help students with disabilities become independent, productive members of the workforce of the 21st century
- ♦ Provide employers in the science and technology fields with a new resource for qualified workers



Marriott
Foundation

Bridges[®]

from school to work

EMPLOYER RECOGNITION DINNER

Thursday, June 3, 1999

JW Marriott Hotel

PROGRAM

WELCOME AND INTRODUCTIONS

Richard E. Marriott

Chairman

Marriott Foundation for People with Disabilities

DINNER

REMARKS

Dr. Alice Farling

Assistant Superintendent

Fairfax County Public Schools

Mrs. Arlene Ackerman

Chief Executive Officer/Superintendent

District of Columbia Public Schools

Dr. Paul L. Vance

Superintendent

Montgomery County Public Schools

Barbara Bush

PRESENTATIONS

Leadership Award

Peter J. Popeck

Small Business Award

Fairfax Village Day School

Employer of the Year Award

United Parcel Service

Youth Achievement Award

Robert "Bobby" O'Brien

The Marriott Foundation for People with Disabilities gratefully acknowledge the generous donations of Schreiber Foods, Inc., Beringer Wine Estate and the JW Marriott Hotel.

A stylized black silhouette of a city skyline with several rectangular buildings of varying heights. From behind the buildings, several white lines radiate downwards and outwards, resembling sun rays or beams of light.

**EXPERIENCE THE DREAM
MAKE A DIFFERENCE**

Putting Abilities to Work

July 13, 1999

**Georgia State University
Atlanta, Georgia**

Putting Abilities to Work

Georgia State University - Speaker's Auditorium

TUESDAY, JULY 13

8:00 am - 9:05 am	Opening Remarks Irene Rodriguez, President, Atlanta Industry Liaison Group Carol Gaudin, Atlanta Regional Director, OFCCP
9:05 am - 9:50 am	Welcome - Governor's Office Mayor's Office
9:50 am - 10:00 am	Georgia High School/High Tech Lee Miller, Chair, Georgia Committee on Employment of People with Disabilities
10:00 am - 10:30 am	Michael Thurmond, Commissioner, Georgia Department of Labor
10:30 am - 11:10 am	Employer Panel - Best Practices
11:10 am - 11:45 am	Tony Coelho, Chair, President's Committee on Employment of People with Disabilities
11:45 am - 12:00 pm	Break
12:00 pm - 1:30 pm	Luncheon Keynote Speaker: The Honorable Al Gore, Vice President of the United States (Invited)
1:30 pm - 1:45 pm	Break
1:45 pm - 2:25 pm	OFCCP Panel: Larry Auerbach, Discrimination Counsel, Regional Solicitor of Labor Robert Duffy, Administrative Judge, EEOC, Atlanta James Melvin, Director, Division of Policy, Planning and Program Development, OFCCP
2:25 pm - 3:00 pm	Rebecca "Becky" Ogle, Executive Director, Presidential Task Force on the Employment of Adults with Disabilities
3:00 pm - 3:30 pm	Peggy Rosser, Director, Georgia Division of Rehabilitation Services
3:30 pm - 4:00 pm	Wrap-Up

DIRECTIONS TO GEORGIA STATE UNIVERSITY

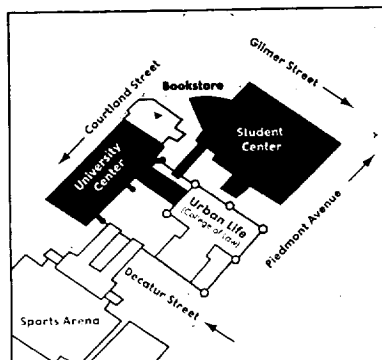
The Student University Center Building is located at the corner of Courtland Street and Gilmer Street. Due to limited parking, GSU recommends taking MARTA. To take MARTA train, exit at Georgia State University station onto Piedmont Avenue. Turn right and walk two blocks to Gilmer Street (you will cross over Decatur Street). You can enter the Student University Center at the corner of Gilmer and Courtland Street.

NEARBY HOTELS

COURTYARD Marriott
75 Piedmont Avenue, Northeast
Atlanta, GA 30303
(404) 659-2727

Hampton Inn & Suites
111 Spring Street
Atlanta, GA 30303
(404) 589-1111

Residence Inn by Marriott
24 Peachtree Street, Northwest
Atlanta, GA 30303
(404) 522-0950



CONFERENCE REGISTRATION FORM

JULY 13, 1999 GEORGIA STATE UNIVERSITY ATLANTA, GEORGIA

IMPORTANT INSTRUCTIONS:

Please type or print all information.
Use a separate form for each meeting registrant.
A full registration fee must be paid for each registrant (forms may be duplicated). Forms received without payment will not be processed until payment is received.

GENERAL INFORMATION:

(Please type or print. Information will be used to prepare your preprinted name badge and attendance listing)

First Name _____ M.I. _____ Last Name _____

Preferred Name (for name badge) _____

Title _____ Organization _____

Business Address: _____

City: _____ State: _____ Zip: _____

Day Phone: _____ Fax: _____

CONFERENCE REGISTRATION FEES:

Conference fees cover printed materials, break refreshments and lunch.

Registration Fee \$50.00

Number of registrations @\$50.00 \$ _____

TOTAL \$ _____

SPECIAL ACCOMMODATIONS:

Should you require any special accommodations or assistance in attending the Conference, please indicate in the space provided below:

PRE-REGISTRATION CUT-OFF IS JULY 1, 1999.

PAYMENT:

Make check payable to Atlanta ILG, Inc., and mail registration form to:

Betty McKenzie Moore
Vice President, Atlanta Industry Liaison Group
5680 New Northside Drive
Atlanta, GA 30328

CANCELLATION POLICY:

Cancellation and requests for refunds MUST BE MADE IN WRITING AND RECEIVED ON OR BEFORE JULY 5, 1999. After July 5, 1999, no refunds will be made.



EXPERIENCE THE DREAM . . . MAKE A DIFFERENCE

Putting Abilities to Work

Tuesday, July 13, 1999

Georgia State University – Speaker's Auditorium

Agenda

- 9:00 am – 9:05 am **Opening Remarks**
Irma Rodriguez, Motorola, President, Atlanta Industry Liaison Group
- 9:05 am – 9:50 am **Welcome**
Introduction: Carol Gaudin, Regional Director, OFCCP
The Honorable Roy Barnes – Governor, State of Georgia
The Honorable Bill Campbell – Mayor, Atlanta (invited)
- 9:50 am – 10:00 am Georgia High School/ High Tech
Lee Miller, Chair, Georgia Committee on Employment of People with Disabilities
- 10:00 am – 10:30 am *Introduction:* Herman Pennamon, The Southern Company
Speaker: Michael Thurmond, Commissioner, Georgia Department of Labor
- 10:30 am – 11:10 am *Introduction:* Jimmy DeFoor, Georgia Department of Human Resources, Division of Rehabilitation Services
Speaker: Peggy Rosser, Director, Georgia Division of Rehabilitation Services
- 11:10 am – 11:45 am *Introduction:* Janice Mann, BellSouth
Speaker: Ron Drach
Vice Chair, President's Committee on Employment of People with Disabilities
- 11:45 pm – 12:00 pm **Break**
- 12:00 pm – 1:30 pm **Luncheon** – "Southern Traditions"
Introduction: Betty McKenzie Moore, ADP, Vice President, Atlanta Industry Liaison Group
Keynote Speaker: The Honorable George Hooks
Senator of the 14th Senatorial District, State of Georgia
- 1:30 pm – 1:45 pm **Break**
- 1:45 pm – 2:25 pm *Introduction:* John Mayfield, Goodwill Industries
Employer Panel: Marriott, Robert Hatfield
 IBM, Darold Sawyer
 National Federation of the Blind, Tony Cobb
- 2:25 pm – 3:00 pm *Introduction:* Martin Taylor, UPS
Speaker: Rebecca "Becky" Ogle
Executive Director, Presidential Task Force on the Employment of Adults with Disabilities
- 3:00 pm – 3:30 pm *Introduction:* Millard Rutherford, District Director, OFCCP
OFCCP Panel: Larry Auerbach, Discrimination Counsel, Regional Solicitor of Labor
 Robert Duffy, Administrative Judge, EEOC, Atlanta
 James Melvin, Director, Division of Policy, Planning and Program Development, OFCCP
- 3:30 pm – 4:00 pm **Wrap-Up**

GEORGIA HIGH SCHOOL/HIGH TECH

*Promoting Science, Engineering & Technology Careers
for Students with Disabilities.*

Georgia High School/High Tech

1st Annual Summer Conference

Georgia Tech University

July 14, 1999

Opening Remarks

Lee Miller
Chairperson, Georgia Committee on
Employment of People with Disabilities

Welcome to Georgia Tech
GLOBE

Dan P. Carlson
Assistant Dean of Students/Coordinator for Students with Disabilities
Nancy Davis
Senior Research Associate, Georgia Tech Research Institute
Paul Schlumper
Senior Research Engineer, GTRI

Careers in Information Technology

Claudia Huff
Principal Research Associate, GTRI

High School/High Tech

Nellie Wild
National High School/High Tech Program Director
President's Committee on Employment of People with Disabilities

Department of Defense

Dinah F. B. Cohen
Director, Computer/Electronic Accommodations Program

YLF, Work Force Recruitment Program

Betsy Freedman
Program Director
President's Committee on Employment of People with Disabilities

LUNCH

Georgia High School/High Tech
NASA Launch
Youth Leadership 2000

Joe Riddle
State Project Coordinator
Georgia High School/High Tech

DRS Support Services

Jimmy DeFoor
Deputy Director
Georgia Division of Rehabilitation Services

Opportunities

Janet Hill
Employment & Training Consultant
Georgia Department of Labor

Information-Sharing

Georgia High School/High Tech Students

Closing Remarks

Lee Miller

GEORGIA HIGH SCHOOL/HIGH TECH

*Promoting Science, Engineering & Technology Careers
for Students with Disabilities.*

Georgia High School/High Tech Welcomes Nellie Wild to Columbus, Georgia

July 15th - Tentative Agenda

- | | |
|------------------|---|
| 9:30-10:15 a.m. | Communicorp -- Division of AFLAC. HR Director Judy Pope.
HS/HT Student-Intern - Donna Slate, Spencer High School. |
| 10:30-11:15 a.m. | CESSNA Aircraft - Plant Manager, Rod Holter. HR Director, Myra
Whitley. Current Student-Intern - Louann Unrein, Kendrick High School
Pending Interns - Jason Haught, Matt Dame and Danny Seabolt. |
| 11:45-1:00 p.m. | Luncheon - Columbus HS/HT Team, River Club. Hosted by Lee Miller
Georgia High School/High Tech Chair. |
| 1:15-1:45 p.m. | Columbus Chamber of Commerce - V.P. Michael Dunbar. HS/HT Student-
Intern Johnathon Roberts. |
| 2:00-2:45 p.m. | City of Columbus - H.R. Director - Tom Barron. HS/HT Student-Intern -
LaKeisha McClary. Director of Engineering - Chip Hatcher. HS/HT
graduate - Joseph Douglas (GIS employee.) |

Exerpts from the State Rehabilitation Council including a report from the Georgia Committee on Employment of People with Disabilities

Georgia Committee on Employment of People with Disabilities

The Georgia Committee, established in 1995 at the recommendation of the Council chairperson and unanimously approved by the membership, acts as liaison to the President's Committee on Employment of People with Disabilities. The Georgia Committee interacts locally with Mayor's Committees, of which there are currently 17, which emphasize activities during October, National Disability Employment Awareness Month. Additionally the US Department of Labor, Office of Federal Contract Compliance, joined with the Georgia Committee in a precedent-setting Memo of Understanding that provides for cross training and mutual support of appropriate programs.

Since its inception, the Georgia Committee has targeted three areas for statewide projects: the Business Leadership Network and High School/High Tech are in effect; Youth Leadership will begin in August, 2000.

Business Leadership Network - This initiative seeks ultimately to increase the number of employers who offer job opportunities for persons with disabilities. The concept is based on employer to employer communication - to enlist the help of business leaders who understand the benefits of hiring and promoting persons with disabilities, and encourage them to share their successful employment experiences with others. There are currently almost 80 companies on the Georgia BLN membership roll, representing large, mid-size and small businesses. A list of BLN participants is available upon request.

Noteworthy events for the GBLN included two "kick-off" meetings. The Atlanta gathering was highlighted by keynote remarks from Senator Paul Coverdell, and an executive seminar on the BLN model presented by the BLN Manager of the President's Committee. The Albany meeting was also attended by the President's Committee representative, as well as the president of Albany State University and the former EEO Director of the NASA Kennedy Space Center.

GBLN members participated in a national BLN meeting in Dallas, Texas, and made presentations at a BLN symposium in Richmond, Virginia, as well as the President's Committee Annual Conference in New Orleans. The latter event included a GBLN workshop on resume preparation and interview techniques for today's competency-based staffing environment.

Georgia High School/High Tech - A collaborative effort among several influential groups, High School/High Tech encourages students with disabilities to explore the career fields of science, engineering and technology, and other related areas. Its pre-eminent goal is to ensure that young people with disabilities be prepared to enter and be successful in the technology-driven workforce of the 90s and beyond.

On a fast track in 1998 thanks to the full commitment of DRS, which assigned HS/HT Initiative Coordinators in each of its twelve regions, Georgia has 21 programs statewide — the most of any state involved. Several of the programs are in rural areas and provide an otherwise unrealized opportunity for students to progress into high tech education and employment opportunities. NASA, which partially funds the project in Georgia, renewed its grant with Albany State University for a second year, and also initiated a new grant to collaborate with Savannah State University. The Georgia Department of Education and State School Superintendent are committed partners in this venture.

Activities incorporated internships, college entry workshops and summer employment. Site visits included Cable News Network (CNN), the "Space Congress" at Kennedy Space Center to meet the astronauts and explore exhibits of companies providing services to NASA, and the ultimate highlight - a trip to the Cape Canaveral, this year to view the historic shuttle launch carrying former astronaut and Senator John Glenn.

National recognition for Georgia's HS/HT efforts included an "outstanding accomplishments" commendation from the President's Committee, and an invitation to join Vice President Gore and others in a panel discussion for the Presidential Task Force on Employment of Adults with Disabilities. International attention was captured when the Committee chairperson, a recent appointee to the Executive Board of the President's Committee, made a case-study presentation to the European Union-United States Conference on High Tech Employment for people with disabilities in Madrid, Spain. The DRS-funded videotape used in Madrid so impressed the President's Committee that it will be used to encourage replication of the "Georgia Model" nationwide.

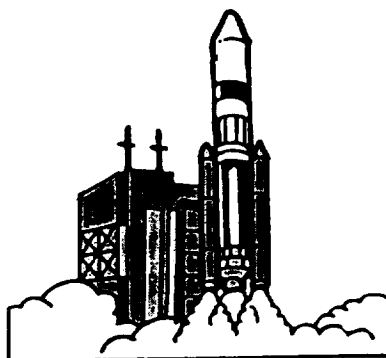
Legislative Education and Advocacy

In a particularly critical legislative and election year, statewide and nationally, monitoring the issues that could potentially affect persons with disabilities occupied much of the Council's time. The Council and other advocates for persons with disabilities strongly supported and scored a major victory with the passage of SB 110, which allowed for increased penalties for violations involving driving under the influence of alcohol or drugs, and allocated those funds to create a Brain and Spinal Injury Trust Fund. Support for HB 1621, which provides a tax credit for the purchase of or retrofitting single-family homes with accessibility features, also achieved positive results. All budget items related to the employment of persons with disabilities were strongly endorsed, especially those designated to implement the Assistive Work Technology program. The Council also gave its full support to the reauthorization of the Rehabilitation Act as a vital piece of federal legislation that is critical to increasing viable employment for persons with disabilities.

Collaborations with the Governor's Council on Developmental Disabilities included guidance and participation at a statewide Candidate's Forum prior to the November elections, coordinating a cultural diversity workshop at Columbus State University, and statewide Voter Registration Training Sessions to encourage persons with disabilities to become informed members of the electorate who are their own best advocates.

**Exerpts from the State Rehabilitation Council including a report from the
Georgia Committee on Employment of People with Disabilities**

Georgia Committee on Employment of People with Disabilities



Georgia High School/High Tech GUIDE

Compiled by Lee Miller, Chair, Georgia Committee on Employment of People with Disabilities
of the Georgia State Rehabilitation Council, January 5, 1999



*Georgia Committee on Employment of
People with Disabilities*

Lee Miller
Chairperson

Dear Regional Initiatives Coordinators:

This Guide has been prepared to assist you in organizing, implementing and offering leadership to local High School/High Tech programs within your regions. As you work your programs, remember that this Guide provides "guidance - not gospel." What I am presenting for your use are tools to help you establish and grow local projects. Your input and feedback are requested and encouraged to support the continuous improvement of Georgia High School/High Tech. Please keep me advised of your progress and ideas, as well as your problems, if any. I'm here to help.

As you are aware, High School/High Tech is an initiative of the President's Committee on Employment of People with Disabilities. It is designed to serve high school students with disabilities - to encourage them to pursue careers in the technical fields of science, engineering and mathematics. The program empowers these students to take a meaningful place in the high tech marketplace of the twenty-first century.

The requirements for participation in High School/High Tech are simple. To eligible for enrollment in the program a student must:

- ✓ be in high school,
- ✓ have a disability,
- ✓ be fifteen years or older, and
- ✓ demonstrate the skills required for a high tech career.

Nationally, the program has made a difference in the lives of thousands of high school students with disabilities. Since its inception in Georgia in May 1997, 22 programs have been formed throughout the state serving approximately 200 students.

Through a collaborative effort of the Division of Rehabilitation Services, Department of Education, Department of Labor, NASA, universities, private industry, educators, disability advocates, and other governmental entities, doors have been opened for these students. The new horizons they see are not limited by their disabilities but by their incredible abilities. From international corporations to state and federal agencies to small local businesses - High School/High Tech students have been given opportunities and the tools to fulfill their dreams.

Georgia's High School/High Tech students have seen the historic John Glenn launch, toured high tech facilities, attended a Kennedy Space Center Space Congress where they

met our astronauts and were exposed to employers who provide services to NASA. They have been given the chance to envision what they can accomplish with proper education, training, mentoring, shadowing, site visits, and workshops.

While we have state and national support for the program, the local structure you implement will determine its degree of success. By marshalling existing resources, you can build strong and self-perpetuating local programs. You will find as you develop programs within your area that individual programs will vary. Evaluate and use local collaborative strengths - Mayor's Committees, Chambers of Commerce, School Systems, Labor Department Offices, Business Leadership Networks, Universities, disability and advocacy organizations and agencies. (If you are in the Albany State or Savannah State University area, these facilities have received NASA grants to help you with the program.)

Georgia High School/High Tech has already received national, state and international recognition for its exceptional growth. Together, we can continue this growth, strengthen existing programs and maintain our standing as a leader in the nation.

Sincerely,

A handwritten signature in cursive script that reads "Lee Miller".

Lee Miller

Chair, Georgia Committee on Employment of People with Disabilities
Executive Board Member, President's Committee on Employment of People with Disabilities

Georgia High School/High Tech

Guide Materials - Acknowledgments

Although the Georgia High School/High Tech program is unique in that it has been implemented by marshalling existing resources, it has relied heavily on the experience of other programs in existence for some time.

This Guide would not have been possible without the help of:

Dick Sheppard, National Program Director, High School/High Tech, President's Committee on Employment of People with Disabilities,

Donna Mundy, Space Coast Center for Independent Living High School/High Tech, and

Dr. Charles McNelly, United Cerebral Palsy of Prince George's and Montgomery Counties High School/High Tech.

Special thanks to them for sharing their expertise, materials and manuals with Georgia High School/High Tech, and also to Chair Tony Coelho and Executive Director John Lancaster of the President's Committee on Employment of People with Disabilities for their continuing validation and encouragement of the mission and accomplishments of Georgia High School/High Tech.



*Georgia Committee on Employment of
People with Disabilities*

Lee Miller
Chairperson

Georgia High School/High Tech

Overview

Georgia High School/High Tech, a project of the Georgia and President's Committees on Employment of People with Disabilities, is an enrichment program for high school students with disabilities, designed to help develop career opportunities and assist them in achieving their dreams of success. The Georgia Committee (a committee of the Georgia State Rehabilitation Council) administers the program, developing funding sources, promoting recruitment of businesses to the program, offering training, guidance, leadership, program planning, liaison with collaboratives, and general assistance to the rapidly expanding number of High School/High Tech programs throughout the State. Local administrative assistance is provided by such leaders as the Albany ARC, Southeast Georgia Goodwill Industries, and the Tommy Nobis Center.

The program model is flexible so that it can be designed to meet local community needs. It is an interactive, community-based collaborative of educators, rehabilitation professionals, parents, business leaders, individuals and organizations interested in disability issues, colleges, universities and technical schools. Included in the collaborative are the United States Department of Labor, OFCCP, Georgia Department of Education, Georgia Department of Human Resources, Georgia Division of Rehabilitation Services, Georgia State Rehabilitation Council, Georgia Department of Labor, NASA, Albany State University, Savannah State University, Columbus State University, Mayor's Committees and others. This coalition of interests describes, organizes, and provides possible career paths in high tech occupations, designed to provide career education and other enrichment opportunities for students with disabilities enabling them to make appropriate career choices.

The program accomplishes these goals by:

- motivating students to explore their own interests and potential in the sciences and technology;
- encouraging those interested in science, engineering and technology-related careers to aim for college and a degree in their chosen field;
- providing students with appropriate career planning, including counseling on colleges and degrees in their chosen fields;
- helping professionals in science, engineering and technology-related fields to better understand uses of assistive technology and the accommodations and facility-access needs of persons with disabilities; and
- providing employers with a new resource for qualified workers.

The program incorporates a mix of learning experiences, including:

- Employment - summer and part-time employment opportunities that provide on the job experiences in high tech environments;
- Corporate site visits - to laboratories, manufacturing plants and high tech offices;
- Mentoring - professionals serving as career advisors to students;
- Job Shadowing - students spending time observing professionals at work;
- Workshops and Training - featuring resume development and writing, career planning, preparing for job interviews, and learning about high tech employment opportunities;
- Visits to NASA facilities - viewing shuttle launches, the construction of the International Space Station, participating in educational programs and the Kennedy Space Center Space Congress, where students actually meet the astronauts and can tour exhibits and attend workshops offered by corporations that provide products, services or technology to NASA.

Pilot projects were initiated in Columbus and Albany in 1997. Advisory Committees, consisting of representatives of the School Districts, Georgia Committee, Rehabilitation Services and local businesses, screened and selected high school junior and senior students for entry into the program and employment as summer interns. Several of these summer interns continued working past the original dates, and some have been given permanent positions by their employers.

There are currently 22 High School/High Tech programs throughout Georgia, serving approximately two hundred students. Interest has been expressed in many other areas of the state, and it is anticipated that within the next few months, there will be additional local projects in operation.

The Georgia Model



1997 was the start up year for Georgia High School/High Tech, with pilot projects in Columbus and Albany.

In Columbus, an Advisory Committee was created consisting of representatives of the Muscogee County School District, Greater Columbus Chamber of Commerce, Columbus Mayor's Committee for Persons with Disabilities, Division of Rehabilitation Services (Region 6), the Columbus Consolidated Government, Columbus State University and various businesses.

In May, 1997, the chair of the Mayor's Committee and a representative of DRS met with officials of the Muscogee County School District to explain the program and develop guidelines for participants. The School District agreed to provide the students for the program through recruitment from their special and vocational education population. Special Education teachers at each high school were asked to nominate students with disabilities who had the potential for post secondary education and technological employment training. Each high school in Muscogee County provided candidates for the program. It was decided that the program would provide paid summer internships where students would work five days a week, five hours a day, for five weeks. A conservative goal of four internships were to be filled the summer of 1997.

A total of 12 students were referred to the program for the potential internships. School District and DRS representatives met with the teachers and interviewed all of the students. Following the evaluation of the nominated students' skills, the DRS account representative met with local businesses, determined what positions might be available for summer internships, and received agreement from major companies in Columbus -- including the Chamber of Commerce and the City Government -- to consider sponsoring interns for the summer program. The businesses agreed to provide the training sites as well as pay the students. Through that campaign, Columbus businesses (e.g., Pratt & Whitney, AFLAC, Cessna Aircraft, Synovus, Consolidated Government of Columbus, and the Greater Columbus Chamber of Commerce) agreed to hire interns, subject to the student's ability to meet company needs.

Each worksite interviewed several candidates, with interns selected by the Consolidated Government of Columbus, the Chamber of Commerce, Cessna and AFLAC. In fact, Cessna accepted two candidates, therefore our goal of four summer interns was surpassed by one. Students working for the City of Columbus and the Chamber were eligible for JTPA funds. The other students were funded by the companies employing them.

In the fall of 1997, Albany initiated its High School/High Tech program, administered by the Albany ARC. As part of their startup programs, Columbus and Albany High School/High Tech students traveled to NASA's Kennedy Space Center to view a Columbia Space Shuttle Launch, took a guided VIP tour of the Center, visited the launch site, attended a briefing of the shuttle

mission, went to the Exploration Space Center, and met with students in the High School/High Tech program in Cocoa Beach.

Recently, High School/High Tech students from throughout the state were invited to view the John Glenn launch at Kennedy Space Center. Sixty-five students and team members attended this historic event.

Other events and activities included meetings with parents, students and teachers, sponsorship of a Fun Lunch for the Columbus Chamber of Commerce to acquaint 125 firms with High School/High Tech and to introduce student participants to potential employers, recognition of students and corporations at an awards banquet featuring United States Senator Max Cleland, Albany Business Leadership Network/High School High Tech quarterly meetings, opportunity to "Meet the Astronauts" at NASA's Space Congress, and participation of two students in the Annual Conference of the President's Committee for Employment of People with Disabilities.

Activities are limited only by the imagination of the local teams. For example, Albany High School/High Tech is currently participating in a Space Hab experiment which will be part of the payload of a forthcoming shuttle trip. (Albany is the only High School/High Tech program in the nation engaged in this type of activity.) The experiment will be duplicated in Albany and monitored to enable students to measure differences, if any, between the experiment in space and the experiment at home. The students working on the program will be invited to the shuttle launch carrying their experiment and included in many other activities in connection with their project.

Why Georgia High School/High Tech?

Critical Need

Statistics show that there is a dire need for qualified individuals to enter fields involving high technology. Individuals with disabilities are a large potential pool of high quality candidates to fill this demand. Presently, however, only a small percentage of adults with disabilities receive high tech training and opportunities. High school students with disabilities need exposure to the vast array of careers in high technology.

Goals

Outcomes of High School/High Tech include providing youth with disabilities throughout Georgia with early opportunities to explore post-secondary education, empowering them to enter professions in science, math, engineering and technology-related fields. The multifaceted exposure provided by High School/High Tech ensures that students in the program will have adequate opportunity for realistic career exploration, helping to smooth the way to pursue the proper course of training should they choose careers in science and high technology.

Who is Eligible

High School students with disabilities and the capacity to enter careers involving high technology are eligible for High School/High Tech. Students are generally selected and referred by local school systems for evaluation by local DRS personnel. Basically, high tech includes not only careers in science, engineering, mathematics and computer programming, but also involves students who might aspire to careers involving high technology applications such as data processing, etc. All disabilities are included - physical, sensory, learning, etc. Students must be fifteen years or older upon entering the project.

Suggested Methods and Activities

- ✓ Actively recruit students who have good potential for success in pursuing high technology careers.
- ✓ Develop a collaborative relationship with Business Leadership Networks, "Partners in Tech Education" and targeted local companies who can further the efforts to help underwrite the program, provide sites for field experiences, and provide work experiences.
- ✓ Provide field trips and training experiences throughout the school year, focused on enhancing awareness of careers in the high technology area.
- ✓ Provide three or four major workshops throughout the year highlighting high technology careers.
- ✓ Provide a resource bank of information and potential mentors regarding roles of individuals with disabilities in high technology fields.
- ✓ Encourage and facilitate students to become involved in typical school activities which relate to careers in high technology - e.g., science, math and computer clubs.

- ✓ Help students understand the process and procedures for entering high technology programs of study and training following high school graduation.
- ✓ Assist youth seeking additional education/training in higher technology with the opportunities available and process for gaining admission to local higher education institutions.
- ✓ Involve guidance counselors, work-study coordinators, school personnel and others who are in a position to affect the career choice of youth with disabilities.
- ✓ Provide paid summer internship for students with local high tech corporations and local governments or agencies. (Funding for these internships is obtained through JTPA or the corporations hiring these students.)
- ✓ Provide a workshop focusing on college programs.
- ✓ Recognize and thank collaborative organizations, educators, and volunteers at a yearly awards meeting. Include recognition of High School/High Tech students.

Georgia High School/High Tech

Suggested Activities/Time Line for Local Programs*

January: If you have not already identified High School/High Tech students in your local projects, ask the School District to send a letter to all high schools, requesting referrals for High School/High Tech participants, to be returned no later than January 31.

February: DRS, School District reps, team members begin joint evaluation of recommended students, identifying students for potential summer internships and other projects.

Kickoff for new year. Meeting (perhaps meal function) for students, parents, teachers, businesses, team members, explaining program and activities. Previous summer interns can provide panel on their experiences; business leaders can talk about their needs; interactive session of all aspects of the program.

DRS Account Reps and local Administrators begin outreach with business community for summer internships.

March: Workshop - Introduction to post-secondary education; visit to local college or technical school; special program by college and tech schools identifying services to students with disabilities.

Introduce students to City/County Government Councils, School Boards, other appropriate agencies or organizations.

Students begin summer internship interviews with businesses.

Notify Joe Riddle of names of those planning to attend Space Congress. Develop transportation plan. Space and funding is limited.

April: Site visit to Kennedy Space Center "Space Congress," subject to funding. We have reserved 40 double rooms for this event, scheduled April 27- 30.

May: Workshop by business leaders emphasizing job skills; getting and keeping a job.

Local programs submit report of activities to RICS by May 31.

* Georgia High School/High Tech plans to offer three statewide activities this year: KSC Space Congress, high tech site visit, and KSC launch trip. Local programs should develop plans for their own workshops, site visits, recognition events, internships, etc. This time line merely outlines what has worked in existing projects. Once the program is active and an administrative team is in effect, they should be able to take over the programs, requiring only supervisory assistance by RICS. It is recommended that new student referrals begin in the fall of each year, giving you ample time to evaluate and process students for the following year.

June: RICS submit Annual Report of Region's High School/High Tech Activities to Georgia Committee Chair by June 15.

Georgia Committee Chair submits full state report of Georgia High School/High Tech Activities to DRS on June 30.

June, July, August: Summer internships. Provide at least one program/workshop for those students who may not have been placed in internships.

August: Georgia High School/High Tech Site visit for all programs. Site to be determined.

August 2000: Georgia High School/High Tech Youth Leadership Forum for 30-40 High School/High Tech students selected through competitive process. Four-day intensive leadership training with state and national speakers and mentors.

September: Distribute summer internship surveys to parents, students, businesses. Evaluate surveys. Submit summaries to Georgia Committee Chair.

October: Letter from School District to all high schools; begin recommendation process for referral of new group of High School/High Tech students.

National Disability Employment Awareness Month - activities for participants in program, e.g., awards event highlighting and recognizing outstanding team members.

November: List of new students forwarded to DRS for evaluation. Evaluation begins.

October/November: Georgia High School/High Tech Site Visit to Kennedy Space Center to view space shuttle launch. All programs invited subject to space available and funding. Specific launch date to be determined.

December: Holiday gathering for students, team.

High School/High Tech

Summer Internship

Student Handbook

Table of Contents

- 1. Welcome**
- 2. Introduction and objectives of the program**
- 3. Standards of dress**
- 4. Tips on keeping your job**
- 5. Employee contract**

1. Welcome

To All High School/High Tech Internship Participants

Welcome to the High School/High Tech summer internship experience. This program has been designed to offer opportunities to learn about new technology, as well as what high technology careers are available. Take advantage of the opportunities that are available at your particular job site.

Become familiar with your job and the duties that are expected of you. You and the High School/High Tech Project Director will be discussing opportunities that will help you to achieve your goals.

This manual has been prepared to answer some of the questions you may have about the program. Take a few minutes and review the information. If you have any questions please ask the High School/High Tech Project Director to review this with you.

Enjoy your work experience!

Student _____

Job Site _____

2. Introduction and Objectives of the Program

Welcome to the High School/High Tech Work Experience. As a participant in this program, you will have the opportunity to learn new work skills. Most importantly, you will discover first hand knowledge about careers in high technology.

The supervisor at your employment site and the High School/High Tech staff are working together to make this a productive experience.

This manual will explain the program and offer tips on how to have a successful internship.

- As you complete your daily tasks remember to ask pertinent questions.
- Observe what happens within your department.
- Notice the types of careers represented in your department.
- Look at the ways the department functions.
- Observe the way in which the professionals help each other do their jobs.

3. Standards of Dress

Standards Which Apply to All Employment Settings:

Male

- Cleanly shaven
- Hair neat, trimmed, combed, clean
- Appropriate clothing
- Comfortable, but appropriate foot wear

Female

- Hair neat, trimmed, clean, brushed
- Appropriate clothing
- Comfortable, but appropriate foot wear
- Please also keep application of makeup on a professional level.

Participants should keep in mind that some of your colleagues in the workplace have sensitivities to such things as scented personal care products (deodorants, perfumes, colognes, aftershaves). Please keep your use of such items to a minimum. Good hygiene is essential to the workplace. Leave your employer with a lasting impression of your professionalism.

4. Tips On Keeping Your Job

You can make your work experience enjoyable and a good learning experience. There are three basic guidelines:

- Report to work on time and follow directions.
- Ask questions if you need help.
- Take pride in your work - do your best.

Your employment supervisor can help you better if he or she is aware of your problems. Don't run away from problems or make believe they aren't there. If you have any problems with your job, let your employment supervisor know right away so that the problem can be resolved quickly. Also, let the High School/High Tech Project Director know about the problem immediately.

Keeping a job requires more than doing the work. It also requires dealing with such difficulties as getting to the job, possible boredom with work, or problems with other workers or your supervisor. You must stay with the job and reduce these problems. By improving your own performance and developing good work habits, you may solve some of these problems and get more personal satisfaction. The following are tips for keeping your job and receiving a good evaluation.

1. Show Up Every Day

Your employer needs you as much as you need the job. What you are doing is important. If you don't show up, someone else has to do your work. This could effect the entire project. If you are really sick or have a real emergency where you can't go to work, call your employment supervisor at the job as soon as possible. Don't wait until the last minute.

If you are out sick for more than two days, a doctor's note is required.

2. Come to Work On Time

Coming to work on time means starting work on time - not what time you walk in the door. Make an effort to arrive at least five minutes before your scheduled time. This display of punctuality will show your employer you take your job seriously and that you are reliable. If you show up late for work, you are holding up everyone else.

3. Find Out How You Are Doing

During your internship, the High School/High Tech Project Director will contact you and your employment supervisor to evaluate your progress. You should ask them how you are doing and what needs to be improved.

Don't be afraid of constructive criticism. It is not an attack. It is meant to improve you and your work.

4. *Listen and Ask*

- Be sure that you know what your duties are.
- Be sure you know how to do your work correctly.
- Listen carefully and ask questions.
- Don't be afraid to say "I don't understand".
- Be sure you know what you are doing before you start a task.
- You may want to write down important instructions.

5. *Keep Busy and Exhibit a Hard-Working Attitude*

If you find that you run out of work, don't sit around waiting for someone to tell you what to do next. Find your job supervisor and let him/her know that you have completed your tasks and need more work to do.

6. *Do Your Best*

Always do your best. You may not enjoy parts of your job but always do your very best and be proud of your work.

7. *Be Friendly and Exhibit a Positive Attitude*

Make a real effort to get along with others. Don't let your personal problems affect your job performance.

8. *Your Job Supervisor and You*

Your job supervisor is responsible for showing you the work that is to be done. He or she will tell you the work to be done and demonstrate how to do it correctly. He/she will demonstrate the use of machinery or special equipment.

9. *Behavior Standards on the Job*

You are expected to act in a professional manner. Disciplinary actions will be taken for the following:

- Unauthorized use of phones or equipment for personal purposes
- Theft or destruction of property
- Absenteeism or tardiness
- Use and/or selling of alcohol/drugs
- Use of tobacco products in workplace
- Use of profane or abusive language
- Fighting
- Insubordination

5. Employee Contract

For many of you, this will be your first work experience and for others this may be your first paid work experience. To get you off to a good start, please read your handbook and complete your employee contract.

Employee Contract

Name: _____ Date: _____

Home Address: _____

Phone: _____

1. I will arrive at _____ and depart at _____, _____ days a week.
2. I will work a minimum of _____ hours during the internship.
3. I will dress appropriately and be well groomed.
4. I will report to _____. My Supervisor is _____.
5. I will record my hours on my time sheet.
6. I will take the allotted time for lunch and I will check with my supervisor before I leave and after I return.
7. If I am sick, I will contact my employment supervisor at _____ and I will contact my High School/High Tech Project Director at _____.
8. I will receive payment only for the actual amount of time I have worked during the pay period.
9. I will be suspended or terminated from my job if:
 - a. I have three or more unexcused absences, or
 - b. repeated tardiness, or
 - c. leave work without permission, or
 - d. if I break any behavior standards.
10. I will not make personal phone calls from the work site or use the work site equipment or supplies for personal use.
11. I will perform the duties of my job to the best of my ability. I will ask for help from my employer and High School/High Tech Project Director as needed.

Student Signature _____ Date _____

High School/High Tech Project Director _____ Date _____

Name of Business _____

Address _____

Supervisor's Name _____ Phone Number _____

Start Date _____

High School/High Tech Summer Internship Survey for Parents

Please complete this survey and mail it to _____

1. a. What were you expecting the High School/High Tech Summer work experience to provide for your son/daughter in terms of career plans?

b. Were your expectations met? _____

2. Describe the benefits your child has received from his or her participation in the program.

3. Describe the drawbacks or negative aspects, if any, of the program.

4. a. Would you recommend the High School/High Tech work experience to other parents and students? _____

b. Why or why not ? _____

5. What changes would have made the program more beneficial to your son/daughter?

Person Completing Survey

Son/Daughter's Name

Date

High School/High Tech Summer Internship Student Survey

Middle of Summer Assignment

Dear Student,

Please take a few moments to complete this survey. We will use this information to plan the rest of your summer experience. Please return it to the High School/High Tech Project Director.

1. What have you learned (or observed) about the use of technology on your job or within the agency where you are working?

2. What types of technology have you used in your work?

3. List the skills you have developed or improved through your participation in the High School/High Tech summer internship.

4. Are there any opportunities you would like to explore in the remaining weeks?

Student's Name

Date

Job Site

Job Position

High School/High Tech Summer Internship Survey for Work Site Supervisors

Please complete this survey and return to _____. Your input will help us plan future work experiences for our students. Thank you for your time and attention.

Company Name _____

Address _____

City _____ Zip _____

Student Intern _____

Position Held _____ Employed from _____ to _____

1. a. What were your expectations of the program and the student? _____

b. Were those expectations met? _____

c. Why or why not? _____

2. a. Was the student adequately prepared to work in your department? _____

b. What suggestions can you make as to pre-employment activities or orientation? _____

3 a. Did the summer student have adequate work skills (computer, telephone, etc.) _____

b. Did the summer student display proper work habits? (punctual, ask appropriate questions, did not over-socialize, etc.)? _____

4. Please list suggestions to improve the quality of our program for future years. This not only involves student selection and performance, but staff, transportation, communication, etc.

5. Would you be willing to offer a similar experience in the future?

If so, could you accommodate more students? _____

Thank you again for your interest and participation High School/High Tech. We hope to be able to work with you again next year.

Person Completing Survey

Job Title

Date

YES! I'm interested in participating in High School/High Tech!

Student Name: _____

High School Attending: _____

Home Address: _____
street address

_____ Phone Number: _____
city state zip

Age: _____ Date of Birth: _____ Disability: _____

Parent/Guardian Name: _____

Please return this student interest form to your teacher.



**High School/High Tech Summer Internship Participation Evaluation to be filled out by
Worksite Supervisor**

Student Name: _____ **Date:** _____

Company Name: _____ **Job Title:** _____

Worksite Supervisor's Name: _____ **Phone:** _____

1. Attitude Toward the Work
 - a. ☐ Excellent
 - b. ☐ Very Good
 - c. ☐ Below Average
 - d. ☐ Very Poor

2. Dress/Personal Appearance
 - a. ☐ Dress Appropriately
 - b. ☐ Sometime Appropriately
 - c. ☐ Unacceptable

3. Ability to Learn
 - a. ☐ Learns Very Well
 - b. ☐ Learns Readily
 - c. ☐ Average
 - d. ☐ Slow
 - e. ☐ Very Slow

4. Quality of Work
 - a. ☐ Excellent
 - b. ☐ Very Good
 - c. ☐ Average
 - d. ☐ Below Average
 - e. ☐ Very Poor

5. Dependability
 - a. ☐ Excellent
 - b. ☐ Very Good
 - c. ☐ Average
 - d. ☐ Below Average
 - e. ☐ Very Poor

6. Initiative
 - a. ☐ Does very well independently
 - b. ☐ Goes ahead on his/her own on assignments
 - c. ☐ Does all assigned tasks in reasonable amount of time
 - d. ☐ Hesitates at first, but slowly picks up the pace

7. Conduct (Working With Others)
 - a. ☐ Exceptionally well accepted
 - b. ☐ Works well with others
 - c. ☐ Satisfactory, however, some improvement is needed
 - d. ☐ Difficulties in adjusting with others while working on assignments

Are you interested in learning more about science, engineering and technology? High School/High Tech may be for you!



What is High School/High Tech?

High School/High Tech is a community based partnership of parents, educators, rehabilitation professionals, and business representatives. Its purpose is to encourage high school students with disabilities to explore the fields of science, engineering and technology. The program is endorsed and supported by the Georgia Department of Education, the Georgia Division of Rehabilitation Services, the Georgia Vocational Rehabilitation Advisory Council, the Georgia Department of Labor, the U.S. Department of Labor, OFCCP, and various Mayor's Committees, businesses and professionals throughout the state.

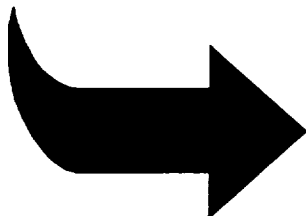
High School/High Tech provides:

- ✓ Company Site Visits
- ✓ Field Trips
- ✓ Workshops
- ✓ Mentoring
- ✓ Shadowing
- ✓ Summer Activities
- ✓ Career Counseling
- ✓ Opportunities for Paid Summer Internships for Students 16 and Over

High School/High Tech is a project of the Georgia and President's Committees on Employment of People with Disabilities.

Interested?

Complete the form the student interest form and return it to your teacher.



High School/High Tech

Student Information and Referral Form

Student Name: _____ Date: _____

Primary Disability: _____

Social Security Number: _____ Birthdate: _____

Address: _____

_____ Phone: _____

Grade and School: _____ Teacher: _____

Guidance Counselor: _____

Parents' Name: _____ Day Phone: _____

Employer: _____

Please list the subjects you are currently taking: _____

What is your Grade Point Average: _____

What are your post secondary education plans?

4 Year College _____ Vocational Training _____ Community College _____

What are your fields of interest?

Science _____ Engineering _____ Computers _____ Math _____ Other _____

What is your career goal? _____

Do you have any work experience? _____ Where and when? _____

Please list the activities you enjoy in your leisure time: _____

What three benefits would you like to receive from this High School/High Tech Program?

1. _____

2. _____

3. _____

High School/High Tech Program Enrollment

Name of Student _____ Age _____ Sex _____

Address _____

City _____ State _____ Zip _____

Parent/Guardian's Name _____

Day phone _____ Evening phone _____

Please note that the following questions would not appear on an employment application.
All students over 16, will be evaluated for a job. The information helps determine what, if any, supports are required.

If you take medication during the day, can you take your own medications? _____ or does someone help you? _____ Do you require assistance with personal care? _____ How often during the day? _____ Do you require an interpreter? _____

Permission to participate: I want to participate in all program activities of High School/High Tech, including field trips.

Student Signature

Date

Parental permission to participate: I hereby approve of my son/daughter's participation in all program activities of High School/High Tech, including field trips, and will not hold HS/HT, or any person connected with the activities, liable in case of an accident.

*** Parents: please include any relevant medical information and a person and correct phone number to contact in case of an emergency.**

Medical Information: _____

Emergency Contact: _____ Phone: _____

Relationship to Student : _____

Parent Signature

Date

The High School/High Tech staff will need copies of two forms of identification from the student. One form must be a picture identification (driver's license, Georgia ID card) and the other must be the participant's social security card. Please include these copies with the completed forms for the summer internship program.

Dear High School/High Tech participant:

Please complete and return this form so that we may match your interests with the job opportunities available for summer internship.

Name: _____ Phone: _____ School: _____

What is your career goal? _____

My Areas of Interest Are: (List two areas of high technology that interest you most.) _____

What specific types of technology are you interested in learning during your internship? _____

What specific skills do you have to offer an employer?

My Computer Skills Include: (Please check all boxes that are true of your skills.)

Programming

____ I want to learn to program

____ I can program and have done these programs. Please list:

Applications (Keyboarding and entering data)

____ Data management. List all software you can perform:

____ Word processing. List all software you can perform:

My Other Skills Include: (Please list any other skills you have.) _____

Anything else an employer should know? _____

My Transportation Resources Include:

____ I can drive to work ____ My parents will transport me to and from work

Important Considerations About the Job: (Please rank these in importance from 1 to 5 with 1 being the most important and 5 being the least important.)

____ Location of the job and transportation are my most important considerations.

____ I want to learn new job skills which will help me choose a career goal later.

____ I want to learn the following skills which will help me reach my career goal:

____ I want a job that will help with my future education choices for college. (If you have selected a college, please name it) _____

In Summary:

My perfect job in high technology would be: _____

High School/High Tech Consent for Media Use

I, _____ hereby give permission to the Georgia
(Name of Student)

High School/High Tech to photograph me, and to use audio and/or video equipment to record my participation. I also understand that print and visual media may wish to distribute information regarding my participation in the program.

It is understood that this material will be used only for educational purposes or to promote the High School/High Tech program.

Student's Signature

Date

Parent's (if under 18) Signature

Date

High School/High Tech Summer Internship Program

Authorization to release information from the High School/High Tech program

Date: _____

Participant's name: _____

Address: _____

Home telephone: _____

I hereby give my permission to the release of any oral or written information or evaluations in the High School/High Tech office to the _____ County school system or their agents. The purpose of this is to make school personnel aware of my achievement during the summer work experience.

Student's Signature

Date

Parent's Signature (if under 18)

Date

Suggested Form for Permission to Participate

We/I, _____ (relationship to student), hereby give permission for _____ to be away from school from _____ to _____, for the purpose of _____. The expenses and transportation for such trip will be provided by _____. We/I further agree and do by the execution of this agreement, release and discharge Georgia High School/High Tech, its officers and volunteers, the Board of Education, Superintendent and all officials and employees of the School District, the Division of Rehabilitation and all officials and employees of the Division of Rehabilitation, the (name of administrator, if any) and all its officials and employees; from all claims for damage on account of injuries which may be sustained by said student during said trip, however caused, we will indemnify and hold harmless the Georgia High School/High Tech and all parties named herein above against loss on account thereof.

IN WITNESS WHEREOF, we/I have signed this agreement on the _____ day of _____.
The following information MUST be completed before the student will be allowed to attend the above trip.

MEDICAL CONDITIONS: _____

MAJOR ALLERGIES: _____

MEDICATIONS (Name, Dosage, and Times per day): _____

LAST TETANUS SHOT: _____

INSURANCE:

Hospitalization/Medical (Company and Policy Number) _____

MEDICARE (number) _____ MEDICAID (number) _____

CONSENT FOR EMERGENCY MEDICAL TREATMENT: We/I give permission for the program's attending staff to initiate and authorize such emergency treatment as may be necessary due to accident or injury during participation in organized program activities during this trip.

IN CASE OF EMERGENCY, CONTACT: Name _____

Day Phone Number _____ Night Phone Number _____

MEDIA CONSENT: We/I hereby give permission to Georgia High School/High Tech to use the above named student's likeness, name, voice, or words in either television, radio, film newspaper, magazines, and other media in any form for communicating and promoting the purposes and activities of Georgia High School/High Tech.

STUDENT'S SIGNATURE _____ **Date** _____

PARENT/GUARDIAN SIGNATURE _____

Relationship _____ **Date** _____

Georgia High School/High Tech
Student/Teacher Site Visit Evaluation

Site Visited: _____ Date: _____

Student's Name: _____ School: _____

Teacher's Name: _____

Please answer the following questions and return to

What knowledge did you gain from this trip? _____

Would you be interested in visiting this site again? _____

If yes, why? _____

If no, why? _____

Suggestions for future field trips: _____

HIGH SCHOOL/HIGH TECH

Name _____

Address _____
Street Apt. No. City State Zip

Date of Birth _____ ☐ Male ☐ Female

Today's date _____

Location of program _____

Are you planning to continue education or training after high school? ☐ Yes ☐ No

If yes, what type? ☐ Technical School ☐ Junior College ☐ 4 Year College ☐ Other (Please list)

Name of education institution you are planning to attend? _____

Career area: 1st choice _____

2nd choice _____

Have you had previous computer experience? ☐ Yes ☐ No

What type? ☐ IBM ☐ Mac/Apple ☐ Other (Please name) _____

Please list all computer skills you have:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What are your interests in high technology? _____

HIGH SCHOOL/HIGH TECH

Name _____

School _____ Completed by _____

Name

Date

RACE AND NATIONAL ORIGIN IDENTIFICATION

Specific Instructions: The categories below are designed to identify the student's basic racial and national origin category. If the student of mixed racial and/or national origin, identify

by the category with which he/she most closely identifies with. Place an "X" in the box next to the appropriate category. NOTE: Mark only ONE box.

NAME OF CATEGORY (Mark One only)	DEFINITION OF CATEGORY
A <input type="checkbox"/> American Indian or Alaskan Native	A person having origins in any of the original peoples of North America, and who maintains cultural identification through community recognition or tribal affiliation.
B <input type="checkbox"/> Asian or Pacific Islander	A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
C <input type="checkbox"/> Black, not of Hispanic Origin	A person having origins in any of the black racial groups of Africa. Does not include persons Mexican, Puerto Rican, Cuban, Central or South American. Or other Spanish cultures or origins (see Hispanic).
D <input type="checkbox"/> Hispanic	A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins. Does not include persons of portuguese culture or origin.
E <input type="checkbox"/> White, not of Hispanic origin	A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Does not include persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish cultures or origins (see Hispanic). Also includes persons not included in other categories.

Form 1 (Addendum)

DISABILITY IDENTIFICATION

NAME OF CATEGORY (Mark all that apply)	DEFINITION OF CATEGORY Use only the information that is part of the student's I.E.P.
A. <input type="checkbox"/> Mental Retardation	Means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior manifested during the developmental period, which adversely affects a student's educational performance.
B. <input type="checkbox"/> Hard of Hearing	Refers to those students with a permanent or fluctuating hearing loss which is less severe and allows acquisition of speech/language skills through hearing. The loss may be more than a 90dB loss if the hearing is functional (i.e., the student shows an ability to understand speech with or without an aid).
C. <input type="checkbox"/> Deaf	Refers to those students with a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification. The loss of 90dB or greater or less than 90dB with the presence of complicating factors which make it impossible to utilize the auditory channel defined above.
D. <input type="checkbox"/> Speech or Language Impairments	Refers to a communication disorder, such as stuttering, impaired articulation, a language impairment, voice impairment which adversely affects a student's educational performance.
E. <input type="checkbox"/> Visual Impairments	Refers to a visual impairment which, even with correction, adversely affects a student's educational performance. The term includes both partially seeing and blind students.
F. <input type="checkbox"/> Serious Emotional Disturbance	Refers to a condition exhibiting one or more of the following characteristics over a long period of time to a marked degree which adversely affects educational performance. <ul style="list-style-type: none"> — an inability to learn which cannot be explained by intellectual, sensory or health factors. — an inability to build or maintain satisfactory interpersonal relationships with peers and teachers. — inappropriate types of behavior or feelings under normal circumstances. — a general pervasive mood of unhappiness or depression. — a tendency to develop physical symptoms or fears associated with personal or school problems.
G. <input type="checkbox"/> Orthopedic Impairments	Means a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of a limb, etc.); impairments from other causes (e.g., poliomyelitis, bone tuberculosis, etc.); and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).
H. <input type="checkbox"/> Other Health Impairments	Means having limited strength, vitality or alertness due to chronic or acute health problems (e.g., heart conditions, tuberculosis, rheumatic fever, nephrosis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes) which adversely affects a student's educational performance, or, other developmental and educational problems.
I. <input type="checkbox"/> Specific Learning Disabilities	Means a disorder in one or more of the basic psychological processes involved in understanding or use of language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term <u>does not</u> apply to children who have learning problems which are primarily the result of visual, hearing or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage.
J. <input type="checkbox"/> Multiple Disabilities	Refers to concomitant impairments (e.g., mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that the student cannot be accommodated in special education programs solely for one of the impairments. The term <u>does not</u> include students with DEaf-BLINDNESS.
K. <input type="checkbox"/> Deaf-Blindness	Means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.
L. <input type="checkbox"/> Traumatic Brain Injury	Means an acquired injury to the brain caused by an external physical force which results in total or partial function disability or psychological impairment or both, that adversely affects educational performance.
M. <input type="checkbox"/> Autism	Means a developmental disability that: <ul style="list-style-type: none"> — significantly affects verbal and non-verbal communication; — significantly affects social interaction; — generally is evident before age three, but could be manifest after age three; and — adversely affects educational performance.

HIGH SCHOOL/HIGH TECH

Name _____

Address _____

Age _____

Male ☐ Female ☐

1. *Ethnicity _____

1. **Checklist of ethnic backgrounds**

2. *Disability _____

2. **Checklist of disability categories**

3. Location of program _____

Start of participation _____

Length of participation _____

Rate your experience in the program:

Please rate your experiences in the following activities on a scale from 1-5 with 5 being excellent. Circle the number that applies. If you didn't participate in a particular activity, please circle "Didn't participate." If it was not available, please circle "Not available."

- | | | | |
|---|-----------|--------------------|---------------|
| 1. Paid Internship | 1 2 3 4 5 | Didn't participate | Not available |
| 2. Field Trips/Site Visits | 1 2 3 4 5 | Didn't participate | Not available |
| 3. Workshops | 1 2 3 4 5 | Didn't participate | Not available |
| 4. Unpaid Internship | 1 2 3 4 5 | Didn't participate | Not available |
| 5. Mentoring (by educators
or employers) | 1 2 3 4 5 | Didn't participate | Not available |
| 6. Shadowing (observing
on a job site) | 1 2 3 4 5 | Didn't participate | Not available |
| 7. Special Lectures | 1 2 3 4 5 | Didn't participate | Not available |
| 8. School Activities | 1 2 3 4 5 | Didn't participate | Not available |
| 9. Summer Seminars | 1 2 3 4 5 | Didn't participate | Not available |
| 10. Other Program Experiences (please describe including field trips) | _____ | | |

Rate your overall experience in the program on 1-5 scale with 5 being excellent. 1 2 3 4 5

Comments:

Date of high school graduation_____ Anticipated date of college enrollment _____

Anticipated date of college graduation_____

7. Degree and major_____

Currently in college? Yes ☐ No ☐

Type? ☐ Technical School ☐ Junior College ☐ 4 Year College ☐ Other

Name of Institution_____

If you are not planning to attend education after high school, please list the reasons why not.

☐ Cost ☐ Disability ☐ Grades ☐ Transportation ☐ Other, please list

Did your experience have an influence on your career choices? Yes ☐ No ☐

Date:_____

Form 2 (To be completed on HS graduation or when leaving program)

HIGH SCHOOL/HIGH TECH

Name _____

Address _____

Age _____ Male ☐ Female ☐

1. *Ethnicity _____ 1. Checklist of ethnic backgrounds

2. *Disability _____ 2. Checklist of disability categories

3. Location of program _____

Start of participation _____ Length of participation _____

Are you willing to serve as a mentor or to share experiences with current participants? Yes ☐ No ☐

Are you continuing to use skills you learned during your experience? Yes ☐ No ☐

Did your experience have an influence on your education? Yes ☐ No ☐

Did your experience have an influence on your career choice? Yes ☐ No ☐

Are you currently employed? Yes ☐ No ☐

Job title _____

Salary Range: Under \$15,000 ☐ \$15,000-25,000 ☐ \$25,000-35,000 ☐ \$35,000-45,000 ☐ \$45,000-55,000 ☐ \$Over \$50,000 ☐

How long have you had your current job?

How many times have you been promoted? 1 2 3 4 5

Is your employment related to your involvement in the HSHT program? Yes ☐ No ☐

Would you like to remain on our mailing list? Yes ☐ No ☐

Date: _____

Form 3 (Post College Survey)



PRESIDENT'S
COMMITTEE
ON EMPLOYMENT
OF PEOPLE
WITH DISABILITIES

Georgia Business Leadership Network

Employer Profile

Date: _____

BUSINESS LEADERSHIP NETWORK

Employer Information

Name: _____

Address: _____

Telephone: _____ Fax: _____

Nature of Business (product or service provided): _____

Size of Business (based on number of employees)

Circle one: Small (1-99) Medium (100-199) Large (200+)

Employer Contact Person for the Georgia BLN

Name: _____

Title: _____

Address (if different from above): _____

Phone/Fax (if different from above): _____

Additional Employer Comments (Optional), e.g., company awards, recognitions, practices related to the employment of people with disabilities or other relevant information: _____

Georgia Business Leadership Network is an initiative of the
President's Committee on Employment of People with Disabilities
administered by the Georgia Committee on Employment of People with Disabilities

Georgia High School/High Tech A Case Study*

Julie is an eighteen year old high school senior in Albany, Georgia, where she lives with her parents, who provide a strong support system for her. At birth, Julie was diagnosed with Spina Bifida. She received most of her medical treatment at Scottish Rite Hospital, Atlanta, Georgia. Julie has had several operations to correct various complications related to her disability. Due to her disability, she is currently a wheelchair user.

In October of 1997, the Dougherty County School System Community Based Instruction Coordinator nominated Julie to the High School/High Tech Program. The following month, as part of High School/High Tech, Julie traveled to NASA's John F. Kennedy Space Center in Florida to view the launch of the Space Shuttle Columbia.. The tour gave Julie the opportunity to learn more about space and technology, and to meet other High School/High Tech students from Georgia and Florida. After her return from NASA, Julie's experience further heightened her desire to pursue a high tech career.

In March of 1998, the Division of Rehabilitation Work Preparation Technician referred Julie to the Division of Rehabilitation Services. The purpose of this referral was to provide another resource to assist Julie in accomplishing her vocational aspiration. Julie was assigned a VR Counselor. Julie, initially apprehensive about services, was assured she could be successful given the appropriate support. After determining eligibility, a work plan was developed.

In May of 1998, Julie returned to NASA for its Space Congress and "Meet the Astronauts" Program. She toured exhibits, attended workshops provided by companies serving NASA, met ten astronauts, had her picture taken with each, and participated in a question and answer session.

By the end of May, 1998 Julie's support systems had blossomed tremendously. The services she currently receives include those from:

- Division of Rehabilitation Services (Counselor, Work Preparation Technician),
- Dougherty County School System (Community Based Instruction Coordinator, Teachers),
- Albany Association for Retarded Citizens (Program Director, Job Coach),
- NASA,
- Albany State University,
- Darton College,
- Albany Technical Institute Special Services,
- Phoebe Putney Memorial Hospital, and
- family and friends.

In June of 1998, Julie accepted a work adjustment internship, with funding provided through the Division of Rehabilitation Services. This internship was developed through the collaborative placement efforts of the Division of Rehabilitation Services and the Albany Association for

*Excerpts of presentation by Georgia Committee Chair Lee Miller at the United States/European Union Conference on Harnessing Technology for Employment of People with Disabilities, Madrid, Spain, October, 1998

Retarded Citizens through the High School/High Tech Program. (Albany ARC does not restrict its services to people with mental retardation, but has reached out into the community to serve *all* people with disabilities. They are a key participant in the Albany High School/High Tech Program, providing local administrative and liaison services.)

Julie's internship was in the Telemetry Department at Phoebe Putney Memorial Hospital. Telemetry, which is the transmission of data electronically to a distant location, afforded Julie the opportunity for exposure to high tech equipment. During this nine-week internship, Julie observed heart-monitoring screens to check for abnormal rhythms. She also entered data into the computer relating to patients' admittance and dismissal. Beyond the vocational aspects, this internship helped to promote a sense of independence and increased her self-confidence. Upon completion of her internship, Julie's employer recommended that she contact their Department after graduation for a potential employment opportunity.

High School/High Tech - Who benefits?

Rarely do we find such a "win-win" situation with so many beneficiaries - the student with a disability, the employer, the family, the taxpayer, and the community in general.

The Student

Julie's future was not clearly defined when she entered the High School/High Tech Program. Julie had no workplace experience. Her internship with Phoebe Putney was the first job she ever held. With no experience, and without the High School/High Tech program, Julie's chances of being placed in a high tech position were minimal. Upon being accepted in the program, Julie was offered opportunities and experiences that contributed to expanding her horizons, not only with regard to future education and employment options, but also to growth in social skills.

Julie started her internship on June 11 and worked until August 15, working four hours a day, three days a week. Julie enjoyed working at Phoebe Putney Memorial Hospital, and particularly in the telemetry unit. She was not sure at first if it was a job that she could or would want to do, but her internship caused her to set targeted goals to work in the medical field. The confidence placed in her ability to do the job also helped her tremendously.

Said Julie, "It was my first job. They actually let me watch monitors and work them. They supervised what I did, but I was able to do it. I kept asking myself, 'Am I really doing this?' The job was great! It caused me to change career goals."

Julie says that she has much more confidence in her ability and her future than she had before the internship. Her supervisor understood disability, and she needed no job accommodation. She also applied for and got her drivers learning license while in the High School/High Tech program.

Another benefit of her participation in High School/High Tech was her trip to NASA. "It was a great experience to actually see a shuttle launch," said Julie. She also said that other students

told her that they wished they had her opportunities. When she returned from viewing the NASA launch, her fellow students asked her how she had been chosen to go to Kennedy Space Center. Julie told them that it was part of the High School/High Tech program. When her fellow students asked how they could get into the program, Julie replied that it was for high school students with disabilities, to which her friends replied, "I wish I had a disability."

Last April, Julie again traveled to NASA to attend the Space Congress. In Julie's own words, "It was totally awesome. I got to meet astronauts and had pictures taken with them." (Julie and other Georgia High School/High Tech students witnessed the John Glenn launch this November.)

At Phoebe Putney, Julie received more than mentoring and training. She received opportunities to explore options for her future - enabling her to consider changing her education and employment goals.

Julie's experience with High School/High Tech has been valuable and rewarding. With continued support from her network of partners, her potential for success in a High Tech field is inevitable. She now knows that she can succeed in high tech employment - that her disability will not keep her from obtaining a job. Julie expresses this knowledge. "It just gives me a good feeling that I can go out there and do something even though I'm in a wheelchair. The wheelchair doesn't stop me."

The Employer

For nine weeks in the summer of 1998, Julie worked in the Telemetry and Respiratory Care Division at Phoebe Putney Memorial Hospital in Albany, Georgia. The unit has seven certified technicians responsible for monitoring 48 patients with respiratory, cardiac, post surgical, post trauma, post Intensive Cardiac Unit, neurological and stroke conditions. Julie was placed in this unit under the supervision of one of these experienced, certified monitor technicians

Her supervisor, who like Julie, uses a wheelchair, served as her mentor, training her in how to monitor, chart and record heart rate and sinus rhythm. Julie was also taught to identify (for approval of her technical supervisor) serious heart and respiratory conditions, including tachycardia, asystole, bradycardia (heart beats below 50) and others. Through her supervisor's mentoring, she learned the technical aspects of her job.

In describing Julie, the Division Director said, "She has an excellent, outstanding attitude ... always positive...always smiling." But it was more than attitude that impressed her employer. "Julie was enthusiastic about learning. She wanted to learn as much as she could. While Julie was with us, I could see that she grew in confidence and self-esteem. I really enjoyed having her and would hire her again for an internship."

She added, "I have two other employees with disabilities, and I have found from my experience that they are always dependable." When it was time for Julie to go back to school, she was given a "going away party."

The Family

Julie's mother was very pleased with the High School/High Tech program and the independence it resulted in for Julie, stating, "Julie has reached a different level of maturity by working in the workplace. Julie worked with people who were very good to her. They enhanced her desire to work. She really liked her job and would like to go back. It was a very positive experience."

In addition to Julie's maturing, the job gave her confidence in herself. Julie was uncertain about working when she first started. She had never worked before. This was her first job. On the first day, Julie was not sure where she was supposed to go. Her mother went with her that first day. On the second day, Julie told her mother, "I can do it on my own." She maneuvered through the hospital and went to work each day on her own.

The Taxpayer

The concepts of High School/High Tech help to strengthen both private sector and public sector economies. With skills and technology, people with disabilities can reach independence. Enabling people with disabilities to continue their education, pursue realistic career goals and enter the job market changes their status from tax consumers to tax payers. Not only will they pay income taxes, but they will have more money to spend, yielding a better quality of life for the consumers, as well as tax dollars and revenue for businesses.

The Community

The community will benefit from Julie's future contributions. Julie's acceptance in the High School/High Tech Program brought her to the attention of the DRS, a member of the community-based collaborative existing throughout the State. Julie received the benefits of the Division's "work prep" program, which helped finance her internship. The Division also was available to assist her in any additional job preparation that might have been required.

The goal of DRS is to provide their clients with proper training and services to enable them to enter the workforce. Julie was placed in a job. She learned in her job. Her work was more than satisfactory to her employer. She set goals for her future. Through the assignment of vocational rehabilitation services and the marshalling of community resources, Julie is a success story.

Measuring Success: Goals Identified - Goals Achieved

Finding practical ways of raising employment levels for persons with disabilities through intelligent application of information technology.

The introduction of capable students to interested businesses in Georgia has opened new avenues for inclusion of persons with disabilities in the marketplace of the future. The next millennium will require computer and other high tech skills to meet the needs of the job market. By providing opportunities through High School/High Tech, we not only help these young people

attain meaningful employment, we also provide excellent employees for the corporate world. We focus on inclusion in the labor market of all capable workers. We create independence in this population.

Building constructive partnerships between business and other players.

The success of the Georgia High School/High Tech program is based on constructive partnerships. The collaborative involvement of rehabilitation professionals, educators, businesses, government entities, parents, individuals and groups interested in disability issues ensures a broad-based community program geared for success. A major factor in the involvement of businesses in the program is the existence of the Georgia Business Leadership Network, an initiative of the President's Committee on Employment of People with Disabilities. The Business Leadership Network encourages businesses to act as peers in creating awareness of successful employability of people with disabilities. The Georgia Committee's Business Leadership Network has over 100 members, representing such corporate entities as Delta, AFLAC, ATT, Westinghouse, Marriott, Hyatt, Synovus, Cello-Foil, Cessna, Pratt & Whitney, and many others. The Albany BLN is an integral part of the High School/High Tech Program, with approximately 35 local companies serving on the advisory committee.

Generalization of results.

Julie's experience is not a "stand alone" situation. The same services and opportunities Julie received are available to all of our High School/High Tech participants - training, workshops, site visits, trips to NASA, internship and employment, among others. Additionally, many students with disabilities who had not been served by the Division of Rehabilitation Services have been placed on the Division's caseload for vocational rehabilitation. Julie is just one of many students in the program who were successful in their employment opportunities.

This past summer, in a program in existence barely more than a year, over 25 High School/High Tech students were in paid summer internships in Albany and Columbus, alone.

Leon Douglas, an Albany High School summer intern, expressed his enthusiasm for the program. "I am very proud to have been chosen for the High School/High Tech program. School has helped me to apply my knowledge in the classroom. The High School/High Tech program is giving me the chance to put my knowledge to use in the workplace, and to travel to new places such as the NASA Space Center. The most important tool for success is the belief that I can succeed and this program will be a stepping stone to my future."

Employers applaud the program, offering the following comments:

"AFLAC welcomes the opportunity to participate in the High School/High Tech program. We recognize the possibilities of this program and the valuable service it provides to the...community. Productive work is an essential part of having positive self esteem and promotes independence in young adults. We consider this an investment in the community and in our youth. We do not want to miss this unique opportunity to...help a young adult explore

their professional options and encourage them to aspire to achieve more than they might otherwise have dared to dream....They come in just as any other employee...and do a class act job." Sharon Douglas, Second Vice President, Human Resources, AFLAC

"...(W)hat you saw in him is a growth from being told what to do at the outset to someone who was responsible and able to carry out his duties with little supervision." Michael Dunbar, Vice President, Public Relations, Greater Columbus Chamber of Commerce, discussing his High School/High Tech intern, Jason Haught

Investing in people with disabilities to develop latent talents and skills.

By providing an internship for Julie, Phoebe Putney Memorial Hospital invested time and training to develop formerly latent talents and skills. Prior to her internship at Phoebe Putney, Julie had no specific plans for high tech employment. No special accommodation or adaptation was necessary for her to be successful in her job. Since Julie's direct supervisor uses a wheelchair, any accommodations that might have been needed had already been met.

The intrinsic value of the High School/High Tech program emanates from employers' commitment to High School/High Tech. They provide technical assistance, expert advice and general know-how to High School/High Tech students. Without the program, it would probably take years - if ever - to have the benefit of such "hands-on" training.

With the introduction to - and the development of - the high tech skills at which Julie became adept, she now looks forward to entering the medical field and pursuing post-secondary study to enable her to become a medical technician.

Moving the agenda forward from realization that change can work to a willingness to make it happen.

When the partners realize the success of the program they become more willing to participate in additional ventures. Nothing is more contributive to willingness than past and present success.

The essence of change.

How do we bring about change? Many times through repeated trial and error, but most assuredly through success derived from education and awareness, dedicated people, identifiable goals, and implementation of a program to achieve these goals. Through High School/High Tech - designed to introduce students to high tech opportunities and to introduce employers to students with disabilities capable of performing high tech activities - the stage is set for employability and change - change of attitudes, change of opportunities, change of future expectations.

In Julie's case, we identified a young woman with computer skills and the anticipated ability to continue her education and hold her own in the high tech marketplace. She had no experience in the medical field, but Phoebe Putney's willingness to take a chance with Julie brought about change:

Change for Julie, resulting in a redirection of her education and employment goals; and Reinforcement of Phoebe Putney's realization that people with disabilities make good employees.

Summary

This case study is only one of the many success stories made possible through the High School/High Tech initiative of the President's Committee on Employment of Disabilities. The opportunities for High School/High Tech students are unlimited. In Georgia, the collaborative approach to meeting the needs of this program has opened doors previously closed. As the program grows and develops, reflecting the needs of our students and the marketplace, more opportunities will be available. Our collaboratives are there to provide these opportunities and meet the challenge of matching our students with appropriate education and career goals.

What overall measurement of success can we apply in this case study? Primarily, the goals of the Americans with Disabilities Act were met. Equally important is the fact that the successful "matching" of Julie and Phoebe Putney Memorial Hospital bolstered the goals of High School/High Tech by proving that identification and placement of candidates with appropriate skills - mentored in a high tech environment - works.



MEMORANDUM OF UNDERSTANDING

I. PURPOSE

The purpose of this agreement is to foster cooperation and coordination between the Office of Federal Contract Compliance Programs (OFCCP), Employment Standards Administration (ESA), U. S. Department of Labor and The Georgia Committee on Employment of People With Disabilities (GCEPD).

This agreement will clarify the role of each agency in areas of shared goals/missions, ensure more efficient use of resources, and create the opportunity for joint public outreach activities.

The Memorandum of Understanding (MOU) will further the common goals of providing equal employment opportunity, protecting against discrimination and requiring affirmative action in all personnel practices for disabled individuals, and special disabled veterans pursuant to Title I of the Americans with Disabilities Act (ADA), Section 503 of the Rehabilitation Act of 1973, as amended (Section 503), and the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended, 38 USC 4212 (VEVRAA).

II BACKGROUND

OFCCP and GCEPD have historically had intersecting interests regarding the disabled community and this agreement will expand that relationship.

OFCCP has primary responsibility for insuring that Federal contractors and subcontractors (references in this document to Federal contractors include subcontractors) comply with laws protecting employees from discrimination based on race, color, sex, religion, and national origin, as well as protecting persons with disabilities, special disabled veterans and Vietnam Era veterans from discrimination. OFCCP is also responsible for ensuring that non-exempt contractors take affirmative action to employ and advance protected veterans in employment. The Federal statutes/executive order enforced by OFCCP are:

- * Executive Order 11246, as amended

- * Section 503 of the Rehabilitation Act of 1973, as amended

* Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended

* Americans with Disabilities Act

GCEPD has responsibility for implementing, and facilitating projects undertaken by the President's Committee on Employment of People with Disabilities. The President's Committee has undertaken several projects in recent years which are described in Exhibit A.

III PROVISIONS

A. APPOINTMENT OF LIAISONS/AGENCY CONTACTS

The Regional Director, Atlanta Regional Office OFCCP and the Chairperson of the GCEPD will appoint agency contact points to maintain liaison concerning items of mutual interest, including matters set forth in this MOU.

B. TRAINING

To the extent necessary to familiarize each agency with the other's jurisdiction and to enable each agency to recognize useful information that will identify potential problem areas for referral to the other agency:

OFCCP will provide training and relevant materials to the staff of GCEPD, including inviting GCEPD to participate in any future management and staff training sessions, as appropriate.

GCEPD will provide training and relevant materials to the staff of OFCCP, including inviting OFCCP to participate in any future forums, initiatives, and programs of mutual interest, as appropriate.

C. DISSEMINATION OF INFORMATION

Both agencies agree to disseminate educational materials on behalf of the other agency to employers, disabled individuals, Vocational/Rehabilitation Services, disability interest groups, and the general public.

Educational materials will be shared during technical assistance contacts, reviews and investigations with the above individuals and organizations.

D. COORDINATED PUBLIC OUTREACH EFFORTS

GCEPD and OFCCP will seek to coordinate their public outreach efforts to maximize dissemination of information regarding their programs to disabled individuals, organizations, and employers. OFCCP will assist GCEPD in addressing groups representing disabled individuals, Vocational/Rehabilitation Services and employers. GCEPD will assist OFCCP in addressing employers in the Federal contractor community, disabled groups representing disabled individuals, and Vocational/Rehabilitation services providing services to disabled individuals.

The agencies will conduct at least one joint public forum a year in Georgia. Agency liaisons will coordinate appropriate press releases.

IV. AGREEMENT

The parties agree that this Memorandum of Understanding (MOU) does not constitute a legally binding agreement and that either party may terminate the MOU after providing thirty (30) days written notice to the other party.

The undersigned hereby agree that this document represents the understanding among them.

DATE: March 12, 1998

DATE: March 12, 1998

Lee Miller

Ms. Lee Miller
Chairperson
Georgia Committee on Employment of
People With Disabilities

Carol Gaudin

Carol A. Gaudin
Regional Director
Office of Federal Contract Compliance
Programs - Region IV

Exhibit A

- * **The 1997 Workforce Recruitment Program** - This program aims to provide summer work experience and/or full-time employment, for college students with disabilities. College recruiters develop a college data base listing the qualifications of each student which is accessible to employers in the public and private sector. These candidates represent all majors, and range from college freshmen to graduate and law students.
- * **Job Accommodation Network - JAN** is a toll free information and referral service on job accommodations for people with disabilities; on the employment provisions of the Americans with Disabilities Act; and on resources for technical assistance, funding, education, and services related to the employment of people with disabilities.
- * **Business Leadership Network - The BLN** is a national employer-led program in concert with state Governors' Committees that engages the leadership and participation of companies throughout the United States to hire qualified job applicants with disabilities. This program offers employers pertinent disability employment information; a network of companies sharing information on specific disability employment issues; the opportunity to provide training and work experience for job seekers with disabilities; and recognition for best disability employment practices.
- * **Outreach to Small Business** - The goals of this project are to educate small and medium-size businesses about the ADA; the benefits of hiring, retaining and promoting people with disabilities; and resources easily accessed by those businesses. This project utilizes the expertise of the Employer Subcommittee to develop materials and implement marketing strategies to reach small businesses, trade associations and professional service organizations.
- * **Cultural Diversity Initiative** - This project seeks to improve employment opportunities for minority persons with disabilities. A significant part of this project includes training minority individuals with disabilities, who in turn will be able to educate others within their respective communities on the ADA, and disability employment issues. Another aspect of the project involves working with the minority organizations to develop strategies they can pursue to reduce the high unemployment rate of minorities with disabilities.
- * **High School / High Tech** - The purpose of the High School/High Tech Program is to encourage students at the secondary level, and below, to take the necessary academic preparation and skill training to pursue careers in engineering, science and high technology fields. The program provides paid internships and mentoring for high school students with disabilities.

- * **Disabled Veterans Employment Forum** - The subcommittee on Disabled Veterans conducts regional forums to review employment issues facing veterans with disabilities in specific geographic areas. Executive summaries, identifying issues that need to be addressed, are prepared for each forum.
- * **Perspectives on Employment of People with Disabilities in the Federal Sector** - This annual conference, which is co-sponsored by 10 federal agencies and chaired by the President's Committee, brings together federal EEO officials and personnel representatives who deal with issues that affect the employment of people with disabilities within the federal government.



Muscogee County School District
Columbus, Georgia

Program for
Exceptional Students

David A. Stola
Director

TO: High School Principals
FROM: David A. Stola *DS*
DATE: December 2, 1997
SUBJECT: High School/High Tech

The 1996-97 school year was very successful for a new program called High School/High Tech. I have attached a recent newspaper article to help increase your understanding about the benefit of this program to your students.

We want you to begin referring students with disabilities to this office who you ascertain have the interest and maturity to achieve the goals of the High School/High Tech Program (see attachment). A referral should be in the form of a Letter of Recommendation. Please state the reasons for your recommendation. Talk about the student's strengths, interest, and motivation. Address your Letter of Recommendation to me.

THE FOLLOWING SUGGESTIONS AND TIMELINES WILL BE FOLLOWED
DURING THE 1997-98 SCHOOL YEAR

1. Students do not have to receive special education services in order to be considered.
2. Students with all types of disabilities should be recommended not just those with learning disabilities.
3. Each high school should recommend at least four (4) students.
4. Students recommended must be at least 16 years old and demonstrate an appropriate maturity level.

5. Acceptance in the High School/High Tech Program will continue the student's education. It is an career internship program designed to expose the student to the work place.
6. We encourage student referrals immediately upon receipt of this correspondence. March 1, 1998 will be the cut-off date for receiving student referrals
7. Interviewing students recommended, and the teachers/staff who referred the students, will begin after March 1, 1998 and end no later than March 31, 1998
8. Students selected by the interviewers as appropriate candidates for this program will be scheduled for interviews with prospective employers in April, 1998.

We look forward to hearing from you soon.

DAS/tj

Attachments (3)

cc: Mr. Gordon Stallings
Mrs. Brenda Dozier
Special Education Teachers (High School Only)
Mrs. Lee Miller
Mr. Ronald Frazier
Mr. Wayne Means
Mr. Andrew Weaver
Mr. Homer Wells



Georgia Department of Education
Office of the State Superintendent of Schools
Twin Towers East
Atlanta, Georgia 30334-5001
Web Page: <http://www.doe.k12.ga.us>
(404) 656-2800 FAX (404) 651-8737
January 20, 1998

Linda C. Schrenko
State Superintendent of Schools

MEMORANDUM

TO: Special Education Directors
Vocational Directors

FROM: Linda C. Schrenko *LCS*

SUBJECT: Georgia High School/High Tech Program

Georgia Department of Education staff has reviewed the Georgia High School/High Tech Program sponsored by the Governor's Committee on Employment of People with Disabilities. This is an enrichment program for students with disabilities encouraging them to explore the fields of science, engineering, and technology as they begin to make career decisions. The enrichment program is a community-based partnership, with educators, rehabilitation professionals, and business leaders, offering students opportunities in a variety of learning experiences that include corporate site visits, mentoring, job shadowing, and employment among others. Participation in the Georgia High School/High Tech Program allows students to develop career choices and achieve their dreams as they transition from high school to adult life.

I feel that this is a worthwhile program and may be one that your system would like to include in your continuum of services and options for students with disabilities.

LCS: aa
cc: Dr. Calvin Gill
Dr. Holly Robinson
Dr. Robert Bellamy
Ms. Sue Dohrmann
Ms. P. Paulette Bragg